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subscribers until a definite order to discontinue
is received, and all arrears are paid in full.

I would not always reason. The straight path
Wearies us with its never-varying lines,
And we grow melancholy. I would make
Reason my guide, but she should sometimes sit
Patiently by the wayside, while I traced
The mazes of the pleasant wilderness
Around me. She should be my counselor,
But not my tyrant. For the spirit needs
Impulses from a deeper source than hers,
And there are motions in the mind of man
That she must look upon with awe.

—W. C. BRYANT.

TEMPERANCE is a lively subject. In New
Hampshire, the first of the four states to vote
this spring on the constitutional amendment prohibiting
the sale and manufacture of alcoholic
liquors, the amendment has not only failed of

securing the necessary two-thirds—there has been an absolute majority against it. The vote was also a light one, indicating either an unexpected degree of indifference, or, what is more likely, a considerable number of voters who do not believe in prohibition, but who did not wish to seem to identify themselves with the liquor traffic by voting against prohibition. But then temperance isn't dead. Why? Because whiskey isn't dead. Temperance is now required to be taught in our schools, and it is certain that the boys who are indoctrinated in temperance principles now are not going to vote for rum hereafter. All reforms move forward and backward, but, on the whole, forward. The world is getting up, not going to bed, and those who think that whiskey is to rule the world will get left in the rear. Intemperance, the enemy of God and man, is the best earthly friend the devil has. Every child in all this broad land should be taught to know this fact.

scarcely thought of." Shall the schools be run in order to give the teachers a living? There are many who will say yes to this, but we do not. Shall Mr. A— be made superintendent? Often in answering this it turns on giving Mr. A—a good place, not on giving him an opportunity for enlarged usefulness. So that we have in high educational places men who ought not to be there, and in low places men who should be advanced. One reason why this has been so, has been the little effort made by the assistant. It may be remarked that we hardly know of a single assistant who has made a study of education, but has gone up higher. Hence we urge the assistants to lay up qualifications.

WHAT a coming together we have in America! The common school is the great assimilating organ of our body politic. Children go into it English, Irish, Scotch, German, Danish, Norwegian, French, Italian, but they all come out American. Association produces tolerance. We don't want Episcopacy, Presbyterianism, Methodism, Mormonism, Mohammedanism, or any other *ism* in our public schools, but we want truth and duty there. We want an enlarged and intellectual culture there. An *ism* is a snare. Froebelism is a sin. Froebel's spirit is what we want—not his *ism*.

ARE YOU A PSYCHOLOGIST? This question will strike most of our readers as odd as though they had been asked, "Are you a Hottentot?" So we hear a tremendous "No," from all parts of the educational army; and, if the remarks of State Superintendent Kiehlk, of Minnesota, before the National Association of Superintendence are to be taken in earnest, we might add that tens of thousands are saying "No! thank the Lord! I am not a psychologist, and hope I may never be." But why? Think a minute. What is a psychologist? A dried-up school-man, who is everlastingly asking which one of these three, "*Universalia ante rem*" or "*Universalia in re*," or "*Universalia post rem*," expresses the true psychology. If such an animated mummy is to be considered an ideal mind student then we join the majority and cry, "Deliver us!" But this is not the state of the case. *A student of the mind is a student of himself.* We cannot know in another what we do not first know in ourselves. There are, in fact, two psychologies, one comes from a study of the inner self, and the other from external observation, but the second is based on the first. These two divisions have been called "subjective" and "objective." The second psychology has always existed, the first is not as old, although its history includes the great thinkers of Greece—Plato and Aristotle. Yet it is somewhat new to consider its questions distinct from the other; in other words, to make it an independent science. The special name given to this study is, physiological psychology, a science that takes note of the organic and physiological conditions of the mental faculties. The study of this branch of mind science is extremely interesting, as any one can readily see by noticing the questions it proposes to answer. In what parts of the brain are the various mental activities localized? Is sensation found in the spinal marrow and thought in the brain? Thus, it is claimed that the faculties of pure thought are placed in the gray matter of the brain, and so the seats of language, including reading, writing, and hearing, are assigned to specific quarters. The object of this science is to determine the physiological or organic conditions of the mental faculties. In studying this subject Bain refers all muscular sensations to two great classes: the sensation of tension and that of motion. This is an important subject, which is occupying the careful attention of many thoughtful students, both of the mind and body.

AN English chaplain lately said that the last thing forgotten, in all the recklessness of absolute profligacy, is the prayer and hymn taught by the mother's lips, or uttered on a father's knee. *The earliest influences are the latest.* A convict was reformed for a time by going, in one of the English colonies, into a church where the matting along the aisle was of the same pattern as that in the church to which he had gone when a boy with his mother. Early association has a tremendous power. An old man was recently moved to tears on unexpectedly coming across an old scrap of a dress his mother wore when he was a boy. We cannot overestimate the power of early associations on later life.

IF there are men occupying the positions of superintendents or principals, who have no fitness for such places, they should abandon them; and more, it should be made impossible for such men to get into such positions. As it now is, many an assistant teacher is the superior of the principal or superintendent. We believe the only question should be the interests of the children; it is now too frequently the interests of the teacher. "We are constantly urged," says one of our city commissioners, "to do something for the teachers; the children are

THE SOUTHERN EDUCATIONAL QUESTION.

The principal reason why Congress has not voted aid to the Southern states to assist them in bearing the heavy burden of illiteracy thrust upon them, is on account of a sentiment that the general government has nothing to do with state affairs. In our opinion the sooner this false notion is removed the better will it be for our country. We are an organic whole. When one member suffers, all suffer with it. An illiterate man is just as dangerous an enemy to the republic in Georgia as in Massachusetts. The black man is a citizen, and can be made extremely useful in building up the whole country, but, he may become an important factor in destroying it.

Mr. Grady, of Georgia, says that intelligent negroes have been found to make good jurymen. The Rev. W. Hayne Leavell, of Mississippi, sets it down as one of the indisputable lessons of history that "no ruling class has ever been able to prevent the rising of some peasants from the lower to the higher," and expresses the judgment "that some negroes will continually rise to rank with the ruling class of the South." Dr. J. L. M. Curry, of Richmond, Va., just returned from Spain, and resuming the secretaryship of the Peabody Fund, in a speech November 2, enumerated among the causes of our national prosperity the absence of "hereditary or class distinctions, the abolition of slavery," and a "fairly complete system of free education."

The Southern press echo the same sentiment. "Give the Negro a Chance" was the title of striking editorial article which recently appeared in the *Augusta Chronicle*. It said: "The negro has done well since his emancipation. Interest, gratitude, affection, humanity, civilization, demand that the negro be permitted to make the best of his opportunities as a citizen. It is the duty of the white people of the South to do all in their power to advance the negro materially, and to elevate him morally and educationally. In other words, let us give the negro an equal chance in the race of life. This is all there is in the race problem. We have no fear for the future." In the same vein was a recent article in the *Charleston News and Courier*, urging the cultivation of harmony between the races, which said: "The white people especially should try to convince the black man that they feel kindly toward him. The way to effect this is to deal justly with him, making allowances for his ignorance, and for the influences to which he is subject by reason of this ignorance. Having his confidence, the rest will be easy." So, too, the *Arkansas Gazette* pronounces Senator Morgan of Alabama, "an impracticable old fossil," because of his recent violent speech on the race question, and says: "He is seeking some extraordinary method of solving a largely imaginary Southern question. There is no such method. The rules of practical common sense and common honesty are sufficient to solve any question that confronts this country, whether of race, business, or politics."

These testimonies are strong and good. It only remains for the general government to take hold of national education, and aid each state in proportion to its needs. After looking at the question in all of its bearings, we have come to the conclusion that nothing but substantial interest in education by Congress, will save our country from fearful disasters. When one member suffers, all suffer with it.

THE NEW YORK STATE COURSE IN FORM STUDY AND DRAWING.

The department of public instruction of New York state has just published a course of form study and drawing for four years, which will be used by teachers of drawing in the teachers' institutes and normal schools. This was prepared by the late Dr. John H. French, and it is a most practical formulation of the subject. State Superintendent Draper, at the annual meeting of school commissioners in Binghamton, 1888, expressed his opinion in regard to the great educational and practical value of drawing, and soon after appointed Dr. John H. French to be director of drawing in the teachers' institutes.

It soon became evident that the instruction in drawing in the normal schools and the institutes must be uniform in character and purpose, and the instruction given in the public schools conform thereto. Accordingly in October last, at a conference held at Buffalo, of normal school principals and their teachers of drawing, with State Superintendent Draper and Dr. French, a course of study in form and drawing was adopted, and Dr. French was instructed to prepare a syllabus of

the course for use in the public schools, and as a basis for instruction in normal schools and teachers' institutes. Dr. French prepared this course as his last earthly work; it has just been issued by the department of public instruction.

In the introduction, drawing is recognized as a means of expression that will be invaluable in general education and in practical life. He says:

"A knowledge that will enable a person to successfully pass an examination in this subject, must be such a knowledge as will enable him to teach the subject properly."

"A person properly qualified to teach the subject must be familiar, not only with the terms, characters, and materials used, but results to be secured, with the development and training of the mental and physical powers concerned in the work: and must also have the manual skill which can be acquired only by considerable practice in all the details of observation, construction, representation, and ornamentation."

Here an appreciation of the educational value of the study, and the necessity for competent instructors, is at last indicated.

The study of models and objects is made the basis of the instruction, and the arrangement of the details in the syllabus is directly in line with the latest progress in pedagogy. This organized and unified movement for the promotion of the study of form and drawing, gives New York the precedence over all the other states in the effort to promote practical art education through public education. Uniform instruction in the study is given in the normal schools and teachers' institutes; besides, it is the basis for examinations for teachers' certificates.

This idea of establishing a uniform system of instruction in form study and drawing throughout the state is due to Supt. Draper, and displays his strong common sense and enlarged policy in all educational matters. New York is fortunate in having a superintendent of instruction who has such comprehensive, as well as practical views on education. He may be trusted to advance its educational interests in accordance with the proud position the state occupies politically, financially, and socially.

CONCERNING NEW YORK CITY'S NEW LAWS.

The new by-law which was recently adopted by the board of education provides that teachers who have taught five years are eligible to be placed on the exempt list, and become free from the annual examination; and it wisely provides that such teachers, whose classes have been marked "excellent" for five consecutive examinations, unless there are other reasons, may be among the number exempted. It further provides that teachers who are earnest and faithful in their work, and deeply interested in the improvement of their pupils, and, who, by the use of proper methods, have been so intelligently working that they have made commendable progress in their studies, even though their classes may have been considered as only good at one examination, can still have their names placed on the exempt list. This is a wise provision, as some teachers labor under many difficulties, large classes, dark rooms, want of necessary appliances, and yet despite these obstacles are determined to succeed. Frequently a class has been marked "excellent" when the teacher has received the assistance and constant supervision of the principal, and will also need the continued supervision of the superintendent in order to achieve success. Earnest and faithful work, the use of right methods, the careful study of educational works, and the proper use of the hints which they contain, are certainly reasons why those who use them should be commended.

NEW YORK NORMAL SCHOOLS.

New York has, not only, more state normal schools than any other state in the Union, but they are better equipped and supported than any similar institutions in the world. This is saying a good deal, but it is the statement of an exact truth. No other schools of the same class are doing more for teachers than they. If those who are not familiar with them would take the trouble to ascertain the number of teachers they employ, their ability, permanency, and pay, they would be astonished. Then, all of the schools are crowded to overflowing. There is hardly a family of consequence, outside the large cities, that is not directly feeling their influence upon some of its younger members. The courses of study are the same in all, and so thorough and comprehensive are they, that they include the whole range of physics, literature, and the mathematics, and the com-

mon branches, together with the science of education, psychology, and methods. The practice departments in some of these institutions can not be excelled. We commend the New York normals to the attention of any who are investigating the important work of providing the means of educating those who are to be the teachers of the generation now in our schools. We have frequently suggested changes in them, but this is not because we do not highly appreciate the magnificent work they are doing for the cause of sound education.

We understand two new schools are soon to be established, one at Jamaica and another at Plattsburgh. They are needed. No place near this city is more central to the teachers, not now provided for, than Jamaica, on Long Island. We sincerely hope a new school will be located there.

A GOOD SOCIETY.

We have many times referred to the Teachers' Mutual Benefit Association, of this city, as one of the most efficient organizations of its kind in the country. Its object is to furnish pecuniary aid to those who become incapacitated for school work, and to pension those who have taught for 35 or 40 years. The permanent fund at present amounts to \$39,182, the interest of which is annually used for annuities. At present this annuity fund is \$6,198. One-half of the monthly dues is added to each fund, and all bequests and donations are added to the permanent fund. The special laws and methods of working connected with the association, may be ascertained by applying to any one of the following officers who have charge of its interests:

JACOB T. BOYLE, Grammar School No. 75, President.
M. LOUISE CLAWSON, G. S. No. 48, Vice-President.
ABNER B. HOLLEY, G. S. No. 54, Recording Secretary.
ALANSON PALMER, G. S. No. 15, Financial Secretary.
ANDREW J. WHITESIDE, G. S. No. 3, Treasurer.
Directors.—HENRY P. O'NEIL, G. S. 1; DUBOIS B. FRISBEE, G. S. 4; MARY A. MAGOVERN, G. S. 8; JOHN J. STURDIVANT, G. S. 16; PAULINE L. LOSS, G. S. 42; N. P. BEERS, G. S. 15; E. A. HOWLAND, G. S. 68; EDGAR VANDERBILT, G. S. 11; HENRY C. LITCHFIELD, G. S. 70; LETITIA MATHEWS, G. S. 50; SALOME PURROY, G. S. 63; RICHMOND B. ELLIOTT, G. S. 32; AMELIA KIERSTED, G. S. 17; ELIJAH D. CLARK, G. S. 61; JOHN H. MYERS, G. S. 63.

THE NATIONAL BUREAU OF EDUCATION, AND THE NATIONAL ASSOCIATION.

It was the opinion of the superintendents, recently assembled in Washington, that the time has now come when the Bureau of Education should be restored to its original position as an independent department, and its entire management entrusted to the commissioner in charge. It was also their opinion that the salary of the commissioner should not be less than \$5,000, since no officer can properly represent the government as long as he is obliged to live on the present appropriation. It is not right for the government to require any of its officers to supplement inadequate salaries by private means. It must be admitted without argument that the department of education should receive an appropriation sufficient for the efficient discharge of the important duties entrusted to it, and that all of its reports, circulars, and other information should be promptly published and distributed. The value of the annual reports of the board has been greatly lessened by their tardy issue and circulation.

The committee, consisting of E. E. White, A. P. Marble, M. A. Newell, A. S. Draper, and Henry Sabin, embodied these thoughts in the report presented to the last meeting of the superintendents at Washington. We have been for many years of the opinion that the Bureau of Education should either be made an honor to a growing educational country like ours, or it should be abolished. We cannot continue in the "poor dying rate" of the past. It is a disgrace to the United States that the national government is not willing to appropriate ample funds for the maintenance of its educational character. It would be easier to sustain the department on an efficient basis than in the present way. What is worth doing at all is worth doing well, and if the commissioner of education cannot assume his proper dignity in the government, under the present arrangement, a law should at once be passed, putting him in a position that would bring to the office the best talent in our country, and make its influence felt in every part of our land. If there could be a united effort of all the friends of education throughout the Union, the bureau would soon be placed where it ought to be.

A DESPATCH from the minister of foreign affairs, of Japan, states that the new constitution of Japan has been proclaimed by the emperor.

It is now seriously proposed to build a railroad within the Arctic Circle. The route, which is now being surveyed, is through western Siberia and the extreme north of Russia. It follows the Obi River for a considerable distance, and terminates at a harbor on the Waigatze Sea, opposite and west of Waigatze Island. This line, it is thought, will greatly facilitate the transportation to England of the great wheat harvests of western Siberia. This is a good topic for the geography class.

WESLEYAN UNIVERSITY is not the only New England college that has been having trouble with disorderly students. Dartmouth has had its experience, too, and has found it necessary to discipline no less than thirty-six members of its classes. Most of those were concerned in an attempt to kidnap the toastmaster of the recent sophomore supper.

THE trustees of Mt. Holyoke Seminary and College have elected Miss Mary A. Brigham, of Brooklyn, New York, president of the college. The action was taken under the reorganization of the seminary with a new charter as a college for women. Miss Brigham has for twenty-seven years been associate principal of Professor West's Brooklyn Heights Seminary.

MR. GEORGE B. LANE, just elected state superintendent of public instruction in Nebraska, is a graduate of Dartmouth College, Chandler Scientific Department, class of 1867.

"REAL" education is practiced in Cornell University. Two hundred and fifty students will go on different trips in various directions in search of information. Cornell is teaching the old colleges some valuable object lessons.

JUST as we go to press we learn that Supt. E. T. Pierce of Pasadena, California, has been elected principal of the new state normal school at Chico. Among the educational workers on the Pacific, there is not one who has brought to his labors more intelligent practical common sense and educational wisdom than Superintendent Pierce. We extend to the school and to him our hearty congratulations.

COUNTY superintendents, high school principals, and others desiring first-class teachers will do well to write to the New York Educational Bureau, at 25 Clinton Place, New York, recently established by the publishers of the JOURNAL. It is already in successful operation. A large number of successful teachers are registered on their books. School officers will be put into direct communication with desirable teachers.

TREASURE-TROVE for April continues the series of "Red-Letter Days." The "Glimpses of Life" is a new feature that is sure to please. The illustrated travel paper is "A Day in Nuremberg." The biography includes a brief roll-call of the new President's official family; timely accounts of Walter Bagehot, and James Stuart Parnell, with portraits. There is a good school dialogue.

NEW YORK TO NASHVILLE.

We shall be able to speak definitely, next week, concerning the exact rates to Nashville and return, but they will be very low. The sea trip to Norfolk and Richmond will be a delightful change. Then, who should miss standing on Lookout Mountain, going through Mammoth Cave, crossing the Natural Bridge, and becoming acquainted with Richmond and Washington? At least five hundred teachers should go to Nashville next July.

TO EUROPE FOR VACATION.

A wonderfully cheap excursion is offered teachers by Henry Gage & Son. It seems almost incredible that a trip lasting over a month, and including all the expenses of ocean travel, railway fares, hotel bills, carriage hire, etc., etc., could be had for so low a sum as \$150, especially as everything is to be conducted in a first-class manner. At this rate the luxury of a trip abroad is within the reach of every teacher. The excursion will leave New York the first week in July under the personal management of Mr. Frank C. Clark, late United States Vice-Consul at Jerusalem, and go by way of Liverpool, London, Brighton, Dieppe, and Rouen, to Paris and the Great International Exposition, where they will remain nearly a week. Several days will be spent in London. Those who desire can prolong the tour several weeks longer at a moderate cost. A full program of the

tour and all particulars concerning it can be obtained from Wm. H. D. Newson, 946 Broadway, this city. We think we are doing our readers a good service by advising them of this excursion.

A SUMMER SCHOOL FOR TEACHERS.

GLENS FALLS, N. Y.

The fifth annual session of this school will begin July 30, and continue three weeks. The managers claim that they have the strongest corps of instructors that have ever been brought together for summer school work; they certainly have several of the very best in the country, and nearly all on their list have a national reputation, and none of them are inferior or commonplace. They are not pedants, but earnest, experienced, practical men and women.

The course of instruction covers the whole range, from primary through the high school. It is claimed that, to a greater extent than in other schools, the teachers are put at work doing something rather than merely listening. In drawing, writing, clay modeling, physical training, home-made apparatus, elocution, and to some extent in geography, the teachers will learn by doing instead of by listening.

The rate of tuition is very low, and large reductions are made to clubs. Board is cheap. There is no more delightful section of country anywhere. Special attention will be given to arranging excursions at low rates. Those who wish to visit near-by points of interest will be furnished guides without charge. Every effort will be made to make the stay of the teachers who attend the school both pleasant and profitable. A large circular giving all the details of the school will be sent free to all who apply. Address, Sherman Williams, Glens Falls, N. Y.

EFFECT OF TOBACCO ON BOYS.

In an experimental observation of thirty-eight boys of all classes of society, and of average health, who had been using tobacco for periods ranging from two months to two years, twenty-seven showed severe injury to the constitution, and insufficient growth; thirty-two showed the existence of irregularities of the heart's action, disordered stomach, cough, and a craving for alcohol; thirteen had intermittency of the pulse, and one had consumption. After they abandoned the use of tobacco, within six months one-half were free from all their former symptoms, and the remainder had recovered by the end of the year.

MEMORY DIDN'T SAVE HIM.

There was once a student who swept every thing by the sheer effort of memory. An oration of Daniel Webster's had just come out: he was lying on a lounge and his room-mate was reading it aloud. His room-mate suddenly stopped, and exclaimed, "You are asleep, I shan't read another word to you." "I'll show you," he retorted, "whether I was asleep," and forthwith began and repeated every line in order as he had heard it from the beginning. "I believe," said a student, "a more wonderful memory has not been known in our day unless Lord Macaulay furnishes an exception, but, strange to say, this wonderful college man was not afterwards heard from as having made any mark in life."

THE DREXEL INDUSTRIAL SCHOOL FOR GIRLS.

Recently we mentioned the fact that Mr. Drexel, of Philadelphia, had endowed a new manual training school. It starts with about seven-fold the endowment originally provided for the Cooper Union, which was intended for both sexes, and from three to five times the original endowment of any college for woman. The colleges in the country which have an endowment larger than \$1,500,000 are not over a dozen in number to-day and fifteen years ago there were not over five.

These comparisons sufficiently indicate the relative extent and importance of the sum which has been set apart by Mr. Drexel to a new purpose in education. The efforts for female education have been hitherto directed to two objects. They have aimed to furnish women with what is generally called a liberal education or to give the opportunity for technical training in the arts of design. The latter movement began for England with South Kensington; it was opened here by the Cooper Institute and it has been carried on by state aid in Massachusetts; in this state by state aid and private

philanthropy at institutions like the school of design for women and the Pennsylvania school for industrial art, and in other states by public or private institutions.

ITS DIMINISHED INCOME.

JOHNS HOPKINS HOPES TO SAFELY WEATHER ITS FINANCIAL TROUBLES.

Ever since the passing of the Baltimore and Ohio dividend it has been an open secret that the Johns Hopkins University has had no source of revenue. The first step taken to meet the deficiency was the advancement of tuition fees, and the curtailing of the professors' salaries. That even these radical measures proved inadequate was shown when President Gilman spoke of the university's embarrassment. It has always been the custom to celebrate the anniversary of the university on February 22, when the trustees, professors, and students, with their friends, assemble in the university buildings. The attendance was unusually large, the friends of the institution turning out in force.

The oration was by Prof. H. B. Adams, who selected for his subject "Higher Education." He held that the Johns Hopkins was carrying out George Washington's idea of a national university based upon individual support. He presented the condition of the institution in forcible language and appealed to the state to relieve the university of the taxes on its productive property.

He was followed by President Gilman who, for the first time since the opening of the Johns Hopkins, alluded to its financial condition. He explained how the capital from which the institution derived its support was invested in Baltimore and Ohio stock, which though now yielding nothing would in time, he was sure, again pay a dividend. The future of the university was therefore assured. It was the present only that they had to look to. From this income, until now received, the trustees had not only built the buildings, but had also saved considerable money. It was with this surplus that the university was now being supported. Some time ago some friends of the university determined to raise an emergency fund of \$100,000, and of this \$56,000 had already been definitely subscribed. The remainder would soon be contributed. With this fund and the surplus the university could continue for three years without contracting, borrowing, or begging.

The students cheered this announcement to the echo. From various parts of the country have come offers of assistance from students, but it is the desire that the contribution shall come from those whose means are ample. A luncheon followed the speeches, at which Prof. Josiah Royce of Harvard, an alumnus of the Johns Hopkins, presided. Speeches were made, and the day pleasantly spent.

NATURAL SCIENCE IN PRIMARY AND GRAMMAR GRADES.

By PROF. JOHN F. WOODHULL, College for the Training of Teachers, New York City.

The American society of naturalists recently appointed a committee to develop a scheme of instruction in natural science to be recommended to the schools.

The committee's report, which has received the hearty approval of the society, states that instruction in natural science should begin in the lowest grades of the primary schools, chiefly by means of object lessons, the aim being to awaken and guide the curiosity of the child in regard to natural phenomena, rather than to present systematized bodies of fact and doctrine.

The committee recommend that this line of work continue through all grades of the primary and grammar schools, and that more systematic instruction begin in the high school.

Every true teacher must hail this report with gladness; but, if its recommendations are to be put in practice, the teachers must cut loose from some things which very much hamper them at present.

In several of the large cities and towns, lessons in elementary science have been introduced into the lower grades, but in most cases the work, although it is styled "observation work," has either degenerated into science-catechism exercises, or, what is equally bad, the pupil has been compelled to observe and fix in memory petty details, of which only the specialist has need, and which have interest for him only as they aid in establishing the more obscure principles of the science.

While all agree in theory that lessons in natural science should be given by the experimental method, no one has hitherto come forward and proposed a plan which is practicable for the common school teacher.

He is forlorn and hopeless, because to his mind three insurmountable difficulties stand in the way of teaching science as he knows it ought to be taught; the first is lack of money for purchasing apparatus, the second a lack of time for performing experiments, and the third is lack of knowledge and skill.

In view of these facts, it behoves us to ask ourselves, not what we would like to do, but what we can do.

It is well for us to inquire frequently what is the object of introducing science into the lower grades. Every one knows upon reflection, that it is not for the purpose of teaching children the facts of science—they are too young for that. It is for the purpose of training them in the use of their natural senses. This will prepare them for the study of natural science when they are older, as well as for the acquisition of all knowledge.

The chief difference between learned and ignorant persons is not in the number of fact which each possess, but in the ability to acquire knowledge.

The ignorant habitually fail to learn the lessons which their experiences should teach them, while the learned have acquired the habit of making good use of such means.

Nature is continually presenting phenomena to the eyes, ears, and organs of taste, smell, and touch of each person, which if properly regarded would make them wise; and the wise man has simply acquired the habit of properly regarding them, while the ignorant are blind, and deaf, and dumb to these kindly lessons.

Elementary science lessons should consist of simple experiments performed in the presence of the child with the following ends in view:

(1) To train the child to observe correctly. *i. e.*, to see, hear, smell, touch and taste things as they are.

(2) To teach him to draw lessons from his observations; of course not all that the observation might teach a more experienced mind, and not much of the obscure conclusion, which is evolved by processes of reasoning, but the most obvious and natural conclusion which the observation suggests. Let him not speculate much, but let him acquire the habit of recognizing the positive facts which his observations teach.

(3) To add to his general stock of information. The experiments should be so simple, so common-place, so natural, that they seem to be but the voice of nature speaking in her every-day language. Artificial experiments should coincide as far as possible with the daily experiences of the child, for these are the experiments which nature presents for his observation.

Every child who has tried to pour water into a bottle knows that air must come out before water can go in. He knows that before he goes to school, at least he has had the observation. It may be the duty of the teacher to call his attention to it, and see that he draws the proper lesson from it.

He has had hundreds of such observations, and he is having them every day, but he needs some one to show him how to make use of them; and alas! if he fails to learn how to make good use of his observations now, he will soon cease to have them.

Those who teach science in the upper grades, know how utterly deficient the pupils are in observing powers,

Several years ago it became the conviction of the writer that lessons in elementary science could be given in the lower grade, which should be truly *observation lessons*,—given by means of simple experiments made with natural objects and with home-made apparatus, and which should be wholly after the Baconian method.

His experience in preparing persons to become teachers has established that conviction more firmly, and he believes that lack of money, time, nor skill need to prevent the common school teacher from doing such work.

CENTENNIAL OF WASHINGTON'S INAUGURATION.

The centennial of Washington's inauguration will be held in New York City on April 30, 1889. The President of the United States and his cabinet, the Supreme Court of the United States, and other officials of distinction will be present, and will take a route from Washington that will enable them to follow Washington's route from Mount Vernon to New York to be inaugurated, in April of 1789. The grandest ball that has ever been given in the city of New York will be held in the Metropolitan Opera House on the evening of April 29. Brief religious services will be held in St. Paul's church, where Washington, Vice-President Adams, and the two Houses of Congress attended service on the day of the inauguration, and Bishop Potter will conduct the service. Religious services will be held in the other

churches of the city, and at nine o'clock in the morning, as in 1789. Literary exercises will take place on the steps of the sub-treasury, corner Nassau and Wall streets, conducted by Rev. Dr. Richard S. Storrs, of Brooklyn, Chauncey M. Depew, and others. At precisely twelve o'clock a salute of twenty-one guns will be given to the American flag from ships of war of every nationality in New York harbor, and from the batteries of Castle William and Forts Hamilton and Wadsworth. Then the grand military parade will pass the reviewing stand, at the corner of Wall and Nassau streets, where old Federal Hall stood a hundred years ago. It has been suggested that the entire National Guard in this state turn out. Such an event has not occurred in this city since the close of the war. It will be a brilliant parade, and the governors of every state and territory have been invited to appoint commissioners to attend to the representation of their respective states and territories. The last session of the legislature of this state passed law making April 30 a legal holiday, and everything is being done to make the celebration worthy of the historic event in 1789. The president of the committee in charge is the venerable Hamilton Fish, whose father was a Revolutionary patriot, and a friend of Washington.

MANUAL TRAINING AND TRADE SCHOOLS.

By J. C. HAMM, Evanston, Wyoming.

Only a few weeks since, one of the leading Chicago dailies contained an editorial article commendatory of Mr. Chas. H. Ham's now famous book on manual training, and urged the adoption of his suggestions as a means to better secure the ends of public school education than those now in vogue.

In the *New York World* of Sunday, February 17, its editor, in an article referring to the necessity for trade schools, demanded by the Merchant Tailors' National Exchange, says: "The time will come in this country when the state, in self-defense, will establish and maintain trade schools."

The prophecy is not new; but we quote it to show the sources from which such ideas are beginning to flow are not the brains of the idle dreamers. The "fountains of the great deep" are being broken up in this matter of common education. The attention of the man of business, as well as the philosopher, is turning to the solution of a problem, all too little thought of for the good of our country. But the breaking up process has begun, and we may soon look, and not in vain, for some good results.

A glance at the quotation from the *World*, "The time will come in this country." It has come to other countries. In ages that are past, the necessity for giving a training in manual occupations was not despised. In countries that have passed certain stages through which we are now passing, the necessity for such training is not only a recognized need, but one that is met. "The time will come in this country" is about as certain as any human prophecy can be. The next clause startles the conservative. "When the state, in self-defense, will establish and maintain trade schools." Rank heresy! Building roads to despotism! Centralizing governmental authority!

Has it at last come to this, that a great New York paper of national influence will urge that the state has anything more to do with the riff-raff, the rag-tag, and bob-tail of society, than to make crime easy for them, and then to fasten its legal minions upon them for getting caught in the trap it helped set? Is it possible that "business men" begin to realize that an education for our boys to earn a livelihood might engage the attention of the state, as well as the criminal education it vouchsafes to them in its licensed saloons and houses of ill-fame?

The sentiment has been growing for some years among the teachers of the country. There are those who believe that the only safety to our free institutions lies in a little less of the aesthetic education for its own sake, and a little more of the more beautiful education which combines the ability to make a useful thing, with the appreciation and enjoyment of it afterwards.

Public school teachers throughout the land will agree that undue attention has been paid to the cultivation of the mental faculties alone, in the work of common school education. The fault is not entirely with us. Certain "branches" have crept into our common school curriculum and they hold their places. Other courses may be added, but in this omnibus there seems always to be room for one more. The geography of the Old World is taught to the children as though the salvation

of their immortal souls was directly dependent upon memorizing unpronounceable geographical names. But there is no time for the training of the body. Persons who disgrace the name of teacher will allow a pupil to hang on the edge of a desk in the most outlandish position if only he can rattle off glibly a paragraph concerning the battle of Cowpens, or bound correctly the Punjab.

When will our teachers learn that the graceful movement, the erect posture, tend to develop and educate as truly and as well, as the memorizing of names and dates and the solving of arithmetical puzzles?

We may not have edged tools to place in our pupils' hands, but we public school teachers can aid the reform by giving a little attention to *bodily training*, that may be of advantage and second only to manual training.

EXAMINATIONS OF TEACHERS.

By SUPT. L. W. DAY, Cleveland, Ohio.

The law which requires that all who teach at the expense of the state shall be examined by the state is a wise one, the force and importance of which should on no account be lessened. However vital scholarly attainment may be, it should never be made the exclusive basis for the issue of a certificate of ability to teach. There are professional qualifications which should be required of all. With institutes in every county and town almost; associations, sectional, state, and national; educational periodicals the best the world affords within reach of all, there can be no reason why every one who seeks to enter the school-room as a teacher, shall not, at least theoretically, have fitted himself for his work in large degree. The children of the schools have a right to demand this, and the best interests of all the schools require it; although there are many difficulties in the way of determining such professional qualifications, yet the matter should not be neglected. Much can be done and should be done. The competent examiner, who in all cases should be a teacher, or one who has had successful experience as such, will find ready means through suitable conversations to determine with some degree of satisfaction, the extent and character of the professional reading of each applicant, who is not sufficiently vouched for by the principal of the normal or other training school. He should be able to determine with some degree of accuracy the ability of the applicant to impart information, the clearness with which he grasps the salient features of his work, the general spirit of the teacher. But no full certificate should be issued on such judgment, until it has been proven by actual work in the school-room. This work should be carefully and systematically observed by the superintendent, or other party competent to judge, and only upon his special recommendation should a full certificate be issued. No person should be admitted to examination who has not made special preparation for the work of teaching, in addition to the preparation for "passing the examination."

The work of the examiner is of very great importance. The examiner should comprehend the relation of the teacher to the school, and the work of the school to the subsequent lives of the children. He should be familiar with the best methods of instruction and management, and be ready and willing to aid in every laudable effort to elevate the standard of the schools.

MODERN AIDS IN EDUCATION.

PHOTOGRAPHY can be made a most valuable aid in school work. The processes of making photographs, and reproducing them in printer's ink, have been so cheapened and improved that pictures can easily be taken and preserved. All the world can be brought to the school. No class should be without a few hundred illustrations, from all parts of the world, especially the geography class. Trees, plants, landscapes, public buildings, manners, customs, trades, and a thousand other things can be obtained for a small sum. The dry-plate process brings the means of taking pictures within the reach of every school. How delightful it would be for the teacher to bring to her pupils what she saw during vacation. She would be able to live over and over, again and again, her experiences, and inspire her pupils with irrepressible desires to see the world for themselves.

MAGNIFYING GLASSES and small microscopes are very cheap, but what wonders do they reveal. The world below is as great as the world above. A good telescope can be bought for twenty-five dollars.

CHEMICAL APPARATUS enough to try several hundred experiments costs less than a dollar, and what eye and mind openers those experiments would be!

INSTRUCTIVE GAMES AND PLAYS are cheap and full of education. At no time in the history of the world has there been so much playing and recreation as now. It is a good sign. Play is the joy of childhood, it ought to be of manhood and womanhood also.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

April 14—Earl of Warwick (King-Maker) died—1471.
April 15—Abraham Lincoln, 16th president, died—1865.
April 16—L. A. Thiers, French statesman, born—1797.
April 17—Benj. Franklin, Am. philosopher, died—1790.
April 18—Geo. H. Lewes, English author, born—1817.
April 19—Lord Byron, English poet, died—1824.
April 20—Chas. Darwin, English Naturalist, died—1882.

THE ELEPHANT.

By JOSIE OLIVER.

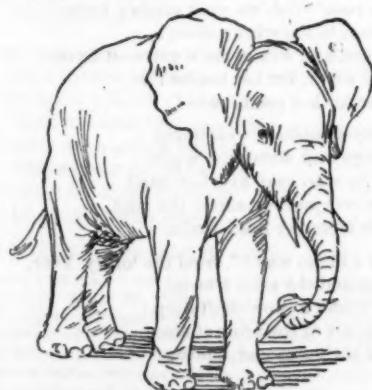
A LESSON FOR CHILDREN IN PRIMARY AND LOWER INTERMEDIATE GRADES.

The lesson should include an exercise in spelling, language, drawing, and observation, besides giving a large amount of useful information.

The drawings accompanying the lesson are reduced copies from my blackboard: they were drawn with the aid of the "Standard" Blackboard Stencil. I am no artist and without these valuable aids should be helpless so far as the artistic part of the work is concerned.

Place the faint stencil outline upon the blackboard before school begins, and at the proper time introduce the lesson something as follows:

Now, children, I am going to talk with you about a very interesting animal, one you have most all seen, or at least know something about. You may watch me draw the picture and as soon as you can tell what it is raise your hands. Teacher here lines in small portions from different parts of the stencil outline. This method excites their curiosity and holds their attention, till by the development of some peculiarity of form the animal is recognized, and the hands are raised to give the name. Rapidly line in the picture, and you are now ready for the lesson proper.



AN AFRICAN ELEPHANT.

Have the pupils pronounce and write out upon the slate or paper the word "Elephant." Call attention to the parts of the animal, and have the pupils write these names in the following manner:

head	Parts of the head.	trunk.
body		tusks.
legs		eyes.
		ears.
		mouth.

USES OF THE PARTS.

The Trunk. { To carry food and water to its mouth.
To blow water over its body.
To pull down or tear up small trees.
To strike down its enemies or give vent to its rage in shrill trumpet tones.

Of so much importance is this organ that, when fighting, it raises it high up out of the reach of danger. When the trunk is injured by the claws of the fierce

tiger, the elephant becomes furious with pain and cannot be managed by its rider.



Do not give any of the above information till you have exhausted their knowledge by skilful questioning.

Some questions to ask the class:

How many have ever seen an elephant?

How many have ever seen an elephant eat?

How does it eat? Describe the manner of its feeding.

What does it eat? In its wild state what does it feed upon?

Why is the elephant very careful of its trunk?

What do elephants love to eat? Did you ever feed one?

Describe the neck of the elephant. Of what use is its short neck? What kind of eyes has it? Can any one tell of what advantage the small eyes are?

USES OF THE TUSKS.

To protect itself when fighting.

To uproot small trees whose roots he feeds upon.

By using his trunk and tusks he carries large pieces of timber from place to place.

After his death his tusks are made into various articles.

QUESTIONS.

What color are the tusks?

Of what are the tusks made?

What use is made of ivory?

Made into { Buttons, Paper Cutters,
Combs, Tooth picks, and all kinds
Knife handles, of fancy articles.

How large do these tusks grow? Six feet long.

How much do they sometimes weigh? 200 lbs. each.

How much are they worth? \$100 each.

Describe the body and legs.

GENERAL QUESTIONS.

What kind of work can the elephant perform?

How does he do this work?

There are two different kinds of elephants; can you tell me how they differ and where both kinds are found?

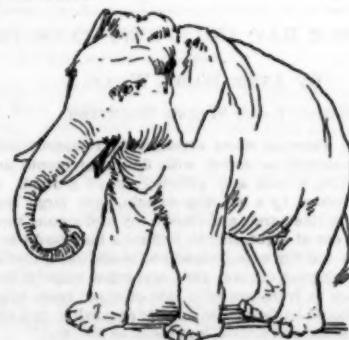
Why is a short neck better for an elephant than a long one? How old do elephants live?

To what size do they grow and how much do the largest ones weigh?

What kind of elephants are called rogues?

STORIES ABOUT ELEPHANTS.

In one of the cities of India a tailor used to give fruit to an elephant that daily passed by his door. One day the tailor was out of sorts, and when the elephant put his trunk in at the window for his usual repast the man pricked his trunk with the sharp needle he was using, saying, "Get away you old rogue I have no more fruit for you!" The poor elephant smarting with pain went to a dirty pool of water, filled his trunk, and coming back to the tailor's shop, squirted it all over the man and his fine work.



AN ASIATIC ELEPHANT.

Another story showing how animals remember kindness is told as follows: The keeper of a market wall in Bombay, Iran by name, was in the habit of giving an old elephant candy as he passed by. One day the elephant got angry at his keeper and ran through the

market, breaking down the stalls and destroying all in his way. Iran's little boy was playing by his father's stall directly in the elephant's way. Everybody thought the child would be killed, but no, when the elephant came to the stall, he stopped and gently lifted the little boy out of his way, nor did he destroy the stall of Iran.

Two large stencils of the Indian and of the African elephant accompany this lesson, price 10 cents.

BUSY WORK.

How to keep the little ones busy at their desks is often a perplexing question to the primary teacher.

Busy work should be, not only attractive, but profitable and so arranged that it will supplement and help the work done in recitation. Let us suppose that the new word for to-day's lesson is *basket*. After the object has been talked about, the word written on the blackboard and used in sentences which are read by the class, they are ready for seat work. First have them copy the word a number of times upon their slates, then draw several pictures from the object itself; next make an outline of the object upon their desks with shoe-pegs and match-sticks. The drawing and stick laying have afforded them change and rest, and they are ready again for the copying. Now have them copy a short sentence containing the new word.

AN OBJECT LESSON.

3x4 marks. (Read three fours of marks.)

Teacher.—Show me this example in marks upon the board. Show me the multiplier, the multiplicand, the product (in marks, not figures).

12 marks+4 marks.

Teacher.—Show me by marks what this sentence means. Show me the dividend, the divisor, the quotient; which is the greater, the dividend or the quotient? Draw a line around the dividend; now draw a line around the quotient. $\frac{1}{4}$ of 12 marks.

Teacher.—Make 12 marks on the board. Show me what $\frac{1}{4}$ of 12 marks means. Draw a line around the answer, 12+4 marks equal 3. $\frac{1}{4}$ of 12 marks equal 3. Which is the greater, 12 marks+4 marks or $\frac{1}{4}$ of 12 marks?

12 marks=8 marks.

Teacher.—Show me the minuend in this sentence; the subtrahend; the remainder.

Teacher.—Show me with objects

$\frac{1}{4}$ of $\frac{1}{2}$ of 12. $\frac{1}{4}$ of 1. $\frac{1}{4} + \frac{1}{4}$.

25 per cent. of 4 sticks. $3+\frac{1}{4}$.

Place the questions very clearly before the classes you examine, but do not help them one whit. The teacher who seeks words always explains; the teacher who seeks thought never does.

REPRODUCTION WRITING.

Read a short story, and have pupils write, *sentence by sentence*, what they have heard. In the first steps of this work it is a good plan to use slates, so that the slightest mistake may be erased. Watch the writing of each pupil, sponge in hand, to erase errors. "Try again." One sentence, accurately written, is worth pages full of mistakes. Most mistakes are the results of careless habits. Bend all your energies straight toward the correction of such habits. Stop, in a reading lesson, and ask pupils to write one sentence about that which they have read.

GEOGRAPHY HINTS.

Have pupils mold in sand, clay, or putty, a relief map of North America. Then place the molded map before them for written descriptions. The teacher, alive to the slightest mistake, watches pupils as they talk with their pens, and, as we so often have said, never allows a second answer to be written until the first is correct. Questions to be written on the board, or given orally. Pupils must get all their answers from the relief map. Tell me one thing about the coast of North America. What is the difference between the eastern and the western coasts? The northern and the southern coasts? Which coast has the most indentations? Tell me one thing about the western coast. One about the eastern coast. How many highlands are there in North America? Where are the highlands?

LANGUAGE TRAINING IN GEOGRAPHY.

Of all studies commonly pursued, geography presents the most opportunities for language-training. Verbatim learning of definitions and descriptions reduces these opportunities to the minimum. There can be no profitable language-teaching without the stimulus of original thought. Every sentence learned verbatim is a lost opportunity of evolving thought and teaching language. It will be the dawn of a millennium for children when teachers comprehend this.

ARITHMETIC QUESTIONS.

What is arithmetic? Ans. It is usually the science of figures and the art of memorizing them. Ques. How many kinds of arithmetic are there? Ans. Two kinds, mental and *detrimental* arithmetic. Ques. What is the difference between mental and *detrimental* arithmetic? Ans. Mental arithmetic is taught by using numbers; *detrimental* arithmetic by the use of figures alone. Ques. What is an abstract number? Ans. An abstract number is a number of which the human mind is incapable of thinking. Ques. What is the use of an abstract number? Ans. It is the best possible means of preventing a knowledge of arithmetic from getting into the heads of children. Ques. What other means are used to prevent thinking in learning arithmetic? Ans. The abstract number is generally sufficient to muddle the brains of any child; but in case it fails, rules and definitions may be used.

THE NEW EDUCATION.

Who were the founders of the "New Education"? Ans. Scientists (470 B.C.), The Great Teacher, Bacon, Comenius, Ratich, Rousseau, Pestalozzi, Jactotot, Spencer, Payne, and ten thousand others. Ques. Why is it called "new"? Ans. Because it is so extremely "new" to those who oppose it; besides it is the custom to call all much-needed reforms, like civil service, "new." Ques. To what extent is the "New Education" followed in this country? Ans. By taking evidence it is found that most progressive teachers follow it; began it more than twenty years ago: tried it, and failed; are using it now, and like it.

A FEW THOUGHTS ON NUMBER.

What is the ideal text-book in arithmetic? Numbers are the limitations of things by ones. Number is an attribute of all things; the mind cannot act without numbering. Follow the universal principle of "learning to do by doing." The mind enhances the inborn power of numbering, by numbering, that is, limiting things by ones. By comparison of limitations the power of relating numbers is acquired. Original or elementary ideas of number are essentially sense-products, products acquired directly by means of limited objects. These sense-products, may be separated, united, compared, and imagined by mental power unassisted by external objects.

SCHOOL APPARATUS.

The educational world is fast filling with all kinds of illustrative apparatus. This is a good sign, as it betokens an increased demand for object and objective teaching. The fault with many pieces of apparatus is that the illustration does not illustrate. The illustration of the illustration is oftentimes so elaborate that it darkens the thing to be seen, and stops mental action with shining brass and tinkling "symbols." School apparatus should be exceedingly simple. This is strikingly true of globes, tellurians and all apparatus designed to teach realities that have been discovered by ages of research and study. The real motions of planets and other heavenly bodies are deductions from all the facts of apparent motion. It is a great mistake to try to teach the real, before the apparent facts have been observed.

PAPER-FOLDING AS A MEANS OF TEACHING NUMBER.

In order to teach the child to limit objects by any given number (let us take the number three for an illustration), we will place conspicuously about the room, several groups of objects—three boxes, three apples, three balls (red, blue, and yellow), saying, however, *nothing* about these groups.

Have ready a quantity of triangles (sides to measure four inches) cut from red, blue, and yellow glazed paper. That known by dealers as "common medium" is cheaper, but if any stress is to be laid on color, better colors can be found in glazed paper. These triangles can be found already prepared at any kindergarten supply store, but they are more expensive than need be, for the paper bought by the quire can be easily cut.

HAVEN'T TIME.

Never show a paper with the slightest mistake in form upon it. Haven't time! Take the time given to memorizing words, to oral spelling, to technical grammar, to correction of papers, and put it into "learning to do by doing." Haven't time!! It is a tremendous economy of time both for teachers and pupils to have pupils do accurate work. You can leave them alone when this is done, and hear recitations in peace. Pupils love to do beautiful work; perfection is always beautiful, and they will respect you profoundly for the training. When children are doing good work, order "keeps" itself.

IDEAS BEFORE WORDS IN TEACHING ARITHMETIC.

In 1-2 there are how many 1-3's? In what manner did you arrive at the result? Did you invert the terms of the divisor and proceed as in multiplication, or did you see instantly one and one half 2-6 in 3-6? If you arrived at the result by inverting the terms of the divisor, you did not see the relations of the fractions at all. You followed blindly the direction of a rule. You secured the result by manipulating the symbols of fractions instead of seeing the relations of the fractions themselves. This method develops no power to think.

PHYSICAL EXERCISE.

Stand in military position. Place the hands as high and as far back as possible at the turn of the ribs. Send out the breath in a sigh. Inhale slowly and audibly through a small aperture in the lips, the sound produced being the consonant *f*. Let the rib-muscles that pull open the rib cage remain passive during this exercise, and slowly fill the lungs. Having inhaled all the air possible in this position, lift the shoulders and inhale until the lungs are completely filled. Retain the breath for ten seconds, using, if need be, effort; resist the inclination to expel the air immediately, for the object in this exercise is as much to gain control over the breath-impelling muscles of the thorax as to enlarge the air cells, and every surrender to the inclination renders this more difficult.

A FEW QUESTIONS.

Are you conscious of color, form, number, and relations? Are they distinct things in your consciousness without the presence of objects? Can you think of color without form? Of form without color? Of number without a number of things? Of relations without the things related? Words are signs of ideas; what are ideas? How many kinds of ideas have you found in your mind? When you see a familiar object, how do you know that you have ever seen it before?

A FEW DEFINITIONS.

Multiplication is uniting a number of equal numbers. A multiplicand is one of the equal numbers to be united. A multiplier is a number of equal numbers to be united. A product is a number of equal numbers united. Division is separating a number into a number of equal numbers.

A dividend is a number to be separated into a number of equal numbers.

A divisor is one of the equal numbers into which a number is to be separated.

A quotient is the number of equal numbers into which a dividend has been separated.

"TIMES" AND "FROM" IN ARITHMETIC.

"Times" should be dropped in multiplication. "From" should not be used in subtraction. A fraction cannot be multiplied by a fraction. A fraction cannot be divided by a whole number. Length cannot be multiplied by breadth. A number can be "taken" as many times as there are units in another; but the "taking" is not multiplication. "Four and four," "three fours," "there are three fours in twelve," "one-third of twelve is four," are perfectly intelligible expressions, but four *from* eight, or eight less four, is not so clear. Subtraction does not necessitate a "taking away" any more than division.

RECEPTION DAY.

AN ARBOR DAY AND SPRING EXERCISE.

BY ANNIE ISABEL WILLIS.

SCENE I.—A SPRING GREETING.

Curtain rises showing stage arranged to represent out-door scene. Floor should be green, with flowering plants in pots, placed, if possible, to look as if growing out of ground. At one side, partly screened by a hanging curtain, have large branches arranged to look like a tree, and place a toy bird among them. A boy, stationed out of sight, should imitate a blue-bird's notes, or blow on one of the toy whistles made to sound like a bird's song. As the bird is singing, curtain rises, and when stage is visible, a little girl comes in from opposite side of stage from where the bird is. She should be dressed as prettily as possible in a plush or fur-trimmed cloak, and a hood, and speak as follows:

Hark, ho! what do you sing about,
Bluebird a-swinging on brown branches bare?
March winds the dead leaves so recklessly fling about,
Snow drifts by fences lie white everywhere.
You're a promise of Spring,
You dear, brave little thing,

As you sway in the wind on the apple-tree bough;

And as bright is your note

As the blue of your coat—

Oh, say what you find, sir, to sing about now?

Stoops over as she walks about, and touches a yellow flower caressingly with her hand.

What, ho! here is a daffodil—

Through wet mold just pushing its slender green head!

Daffy, dear Daffy, say, now don't you think you will

Wish yourself back in your snug winter bed,

When night, cold and chill

Settles over the hill,

And bonny, blithe bluebird no longer is heard?

Won't you shudder and weep

And catch cold in your sleep,

And wish your spring opening had long been deferred?

Heigh-ho, how March winds are blowing!

The ground is all sodden with late-fallen rain;

Yet I can but be happy when daffy is showing,

When sun shines so bright and bluebird sings again;

For I know the sweet spring

Will make haste as you sing,

My glad little minstrel so dauntless and true,

And when daffy seeks day,

Why then winter can't stay,

And the spring-time brings promise to me and to you,

—MARY CLARK HUNTINGTON.

Curtain falls :

SCENE II.—THE BABY SPRING—MARCH.

Stage arranged as before. Young man with long cloak and cap, both dotted slightly with cotton to represent snow, enters. He holds in his arms baby in a long white cloak. Yellow curls should show below its white cap. Two attendants of March, Wind and Snow, follow, and all stand facing audience. New Year with the Baby Spring in center, Snow and Wind on either side. The former is dressed in pure white, and should be shod with white so as to walk noiselessly. The latter has on a suit of gray, with long ribbon streamers of gray from hair and shoulders.

New Year :

"Make way! make way!" cried the blithe young Year,

"For me and my bonny prize.

I have found her under a snow-drift deep,
Rosy and dimpled, and fast asleep,
With the dew of dreams in her eyes.

"I lifted the folds of her blanket white,

And her silken scarf of green;

She put out a wee white hand, and sighed,

And drowsily opened her blue eyes wide,

With the smile of a tiny queen.

"I caught her up from the frozen ground,

And, oh! but she fretted sore,

Till I kissed her a kiss on her dewy mouth,
As sweet as the breath of the blossoming south,

And she laughed in my face once more.

"Play low, rude wind, on your mighty harp;

Shine sun, in the wintry skies;

Bloom flowers, and weave her a garment sweet,

Be soft, cold earth, for her tender feet,

And fair for her pretty eyes!

"Make ready a jubilant welcoming

(She sleeps and wakes the while);

And happy he who may kiss her hand

As we go on our journey across the land,

Or catch from her lips a smile.

"Make way! make way!" cried the lordly Year,

"For me and the prize I bring,

I found her under a snow-drift deep;

I caught her out of the arms of sleep,

The fair little stranger, Spring."

Wind :

The March wind bold blows, fast and cold,

When the Baby Spring comes in;

But he loves her well, for his hoarse notes swell,

And he sings her a cradle hymn.

Snow :

She is young and sweet, and her tender feet

Grow weary on the way,

Then March snows cover the tired child over,

And she rests in bed for a day.

Wind and Snow :

O, the child most dear, of the bold new year,

Is the dainty Baby Spring;

She is young and fair and she needs much care

So we pledge her everything.

We will soothe her to sleep, and cover her deep;

With blankets of purest white;

When she wakes again we will leave her train

To rain and sunshine bright.

*Curtain falls :—***SCENE III.—THE GIRL SPRING—APRIL.**

Curtain rises showing Spring, now a girl about twelve dressed in pale green, with a few white and yellow flowers in her hair and around the hem of her dress. She is attended, as April, by Rain and Sunshine. Rain is in a dress of bluish white tulle, with a veil and a few spangles to represent rain-drops. She holds some wet branches of green leaves in her hands. Sunshine is attired in yellow tulle, with a yellow veil, and carries a golden wand.

April :—

April is here !

There's a song in the maple, thrilling and new ;
There's a flash of wings of the heavens' own hue ;
There's a veil of green on the nearer hills ;
There's a burst of rapture in woodland rills ;
There are stars in the meadow dropped here and there ;
There's a breath of arbutus in the air ;
There's a dash of rain as if flung in jest ;
There's an arch of color spanning the west ;
April is here !

—EMMA C. DOWD.

Rain :—

The warm sweet rain is falling,
From April's changeful skies ;
The green leaves on the willows
Laugh out their glad surprise ;
The violet wakes from dreaming,
Beneath the dead year's leaves ;
Each blossom adds its brightness
To webs that spring-time weaves.

The robin in the maple
Sings fitfully and low,
As if he'd half forgotten
The songs he used to know ;
His little heart is happy
As from his burnished wing,
In pauses of his singing,
He shakes the rain of spring.

The buds on oak and elm tree
Seem growing as we look ;
Spring legends are repeated
By the babbling little brook.
The air is full of sweetness,
The skies are brighter blue,
The rain that falls in April
Makes all the old world new.

—EREN E. REXFORD

Sunshine :—

The fitful April sunshine
Is welcome after rain ;
She fills the earth with beauty,
And lights it up again ;
Her golden wand uplifted
Sends raindrops scattering far,
And flowers spring to greet her,
Each shining like a star.

She makes the lowliest hovels,
Like palaces of gold,
Her hands are full of blessings,
More full than they can hold :
There's not a person sees her,
But brighter grows his face,
There is no guest so cheery
In every gloomy place.

SCENE IV.—THE MAIDEN SPRING—MAY.

Stage should be arranged with as many flowers and branches of leaves as possible. Enter the Maiden Spring, or May, dressed in white with long veil covering head and dress. Both veil and dress should be dotted with natural flowers sewed here and there on them. The following flowers enter with May as her attendants, each dressed in white, with shoulder sash of same color as the flower, and carrying real or imitation flowers of the kind represented : Two Roses, two Lilies, two Violets, Pink, Daisy, Daffodil, and Arbutus. All form tableau at center of stage, May in center.

May :—

All the buds and bees are singing ;
All the lily bells are ringing ;
All the brooks run full of laughter,
And the wind comes whispering after.
What is this they sing and say ?
"It is May !"

Look, dear children, look ! the meadows,
Where the sunshine chases shadows,
Are alive with fairy faces,
Peeping from their grassy places.
What is this the flowers say ?

"It is May !"

See ! the fair blue sky is brighter,
And our hearts with hope are lighter ;
All the bells of joy are ringing ;

All are grateful voices singing ;
All the storms have passed away ;
"It is May."

—SELECTED.

Roses :—

We are blushing roses,
Bending with our fullness,
'Midst our close-capped sister buds,
Warming the green coolness.

Hold one of us lightly—
See from what a slender
Stalk we bower in heavy blooms,
And roundness rich and tender.

—LEIGH HUNT.

Lilies :—

We are lilies fair,
The flower of virgin light :
Nature held us forth, and said,
"Lo ! my thought of white."

Ever since then, angels
Hold us in their hands ;
You may see them when they take
In pictures their sweet stands.

Like the garden's angels
Also do we seem ;
And not the less for being crowned
With a golden dream. —LEIGH HUNT.

Violets :—

We are the sweet flowers,
Born of sunny showers,
(Think, whene'er you see us, what our beauty saith) ;
Utterance, mute and bright,
Of some unknown delight,

We fill the air with pleasure by our simple breath,

All who see us love us—

We benefit all places ;

Unto sorrow we give smiles—and unto graces, races.

—LEIGH HUNT.

Pink :—

And dearer I, the pink, must be,
And me thou sure dost choose,
Or else the gard'ner ne'er for me
Such watchful care would use ;
A crowd of leaves enriching bloom !
And mine through life the sweet perfume,
And all the thousand hues. —GOETHE.

Daisy :—

The flower that's bright with the sun's own light,
And hearty and true and bold,
Is the daisy sweet that nods at your feet,
And sprinkles the field with gold.

Daffodil :—

The dainty Lady Daffodil
Hath donned her amber gown,
And on her fair and sunny head
Sparkles her golden crown.

Her tall green leaves, like sentinels,
Surround my Lady's throne,
And graciously in happy state.
She reigns a queen alone.

—MARY E. SHARPE.

Arbutus :—

If Spring has Maids of Honor—
And why should not the Spring.
With all her dainty service,
Have thought of some such thing ?

If Spring has Maids of Honor—
Arbutus leads the train ;
A lovelier, a fairer,
The Spring would seek in vain. —H. H.

Piano at once struck up a march, and all perform a fancy march about May. It would add to effect, if they could sing while marching. Just as they form in tableau after march, have a colored light burned. Curtain falls.

SPRING-TIME.

Spring-time is coming ! search for the flowers !
Brush off the brown leaves, the darlings are here !
Joy of the spring-hours, picking the May flowers !
Kiss the spring beauties, the babes of the year.

APRIL.

April is called so, for it opens the flowers,
April, the opener, unlocks everything :
Gray fields, bare fallows, and these hearts of ours,
All but the misers feel the joy of spring.

CURRENT EVENTS FOR SCHOOL-ROOM USE.

Dr. John Swinburne, an eminent surgeon and philanthropist, died in Albany, N. Y.

John Bright, the great English statesman, died.

The Prohibitionists began an earnest campaign in Pennsylvania. Chicago Anarchists celebrated the eighteenth birthday of the Paris commune.

The loss by the collapse of the copper ring is estimated at \$30,000.

Justice Matthews, of the Supreme Court, died.

Three hundred police and soldiers protected evictors at Townsville, Ireland.

Paper-makers formed a syndicate for the purpose of raising prices.

Gen. Schofield ordered that a list should be kept of all trespassers in Oklahoma.

The French government decided to prosecute Gen. Boulanger. Lord Dunraven is building a yacht to sail in a race for the American cup.

In a message Gov. Hill favors a general registration of voters throughout the state of New York.

The Holland cabinet decided that the king was incapacitated from governing the country.

The U. S. government has decided to assume the control of Behring sea.

New York artists favor the abolition of the tariff on works of art.

An electric light trust is proposed with a capital of \$200,000,000.

Allen Thorndike Rice was appointed minister to Russia. The nomination of Murat Halstead for the German mission was rejected by the Senate. Geo. B. Loring will go to Portugal.

The Australian ballot reform bill passed the New Jersey House.

A conference in regard to Samoa will soon be held in Berlin.

Mr. Parnell's solicitors have in their possession Pigot's diary containing a record of the dead forger's negotiations with the Times.

England has demanded of Morocco £50,000 indemnity for the massacre and pillage at the Mackenzie factory, at Cape Juby, in 1888.

QUESTIONS.

What was John Bright's attitude toward America during the Civil war ?

What were his views on the tariff question ?

Name the states that have prohibition laws.

For what object are trusts organized ?

What is the highest court in this country, and for what term are its members appointed ?

Who is Gen. Schofield ?

Why is a registration of voters throughout New York desirable ?

What fisheries are carried on in the Behring sea ?

What do you know about the Samoan troubles ?

What is indemnity ?

Give the principal facts in the Times' cases against Parnell.

What noted men have represented this country in Germany ?

For purity, strength, economy, and curative power, Hood's Sarsaparilla has no equal. Try it.

EDUCATIONAL NOTES.**ALABAMA.**

Program of the Alabama State Teachers' Association, to be held in Selma, April 10, 11, and 12. The following program will be carried out : "Practical Economy," J. W. Beverly, Montgomery ; "The Duty of the State to provide Public School-Houses," Rev. A. F. Owena, Mobile ; "Energy of Character Necessary to the Teacher's Success," Rev. J. W. Whittaker, Tuskegee ; "The Necessity of Temperance Work in our Schools," Mrs. R. M. Cheeks, Selma ; "The Attitude of Romanism to our Public Schools," Rev. J. W. Dill, Selma ; "The Educational Scylla and Charybdis," J. G. Clayton, Birmingham ; "Influence of Surroundings," Miss Carrie F. Fambro, Huntsville ; "Knowledge of Mental and Physical Law the Teacher's Basis of Success," C. S. Dinkins, Marion ; "The True Place of the Bible in our Public Schools," Pres. H. S. DeForest, Talladega ; "Class in Kitchen Garden," Mrs. M. A. Dillard, Selma ; "Some Criticisms on the Public Schools of Alabama," Pres. B. T. Washington, Tuskegee ; "How best to Promote Social Purity in our Schools," Miss Ella M. Allen, Birmingham ; "Who is responsible, the Teacher or the Mother?" Miss Emily C. Boyd, Selma ; "The Mothers of 1869," Mrs. E. J. Penney, Selma ; "The Mothers of 1889," Mrs. J. W. Dill, Selma ; "The Morals of our Girls," Mrs. C. S. Dinkins, Marion.

COLORADO.

It is very gratifying to note that our schools are making more satisfactory progress at this time than ever before in the history of the county. Especially is this the case with the schools in the city of Durango. Our school board here is composed of wide-awake business men, who never let any trivial matter influence them, but always take the highest ground and work for the best interests of the schools. They are fortunate in securing for superintendent Prof. J. H. Smith, late of Rock Rapids, Iowa. He is finely equipped for the work.

The new high school building at Manos has just been completed at a cost of \$4,000. It will be under the able supervision of Prof. A. J. Floyd, one of the ablest teachers in the state.

CONNECTICUT.

The enumeration of children of school age in this state for 1889 shows a total of 161,248, being a gain of 6,811 as compared with 1888. The largest gain was in New Haven county, being 1,244 for the year. In Fairfield county the gain was 566, and in Hartford

county it was only 357. There are small losses in New London, Windham, and Tolland counties. The total gain in the enumeration since the census of 1880 is 21,000. During that period the gain in New Haven county has been 9,068, and in Fairfield county 6,034. In Hartford the gain has been less than 1,500. The apportionment from the school fund this year aggregates \$117,900. From the civil list the amount to be expended for the public schools will be \$235,800.

CANADA.

In Ontario the school rates collected from incorporated companies, such as banks, railroads, etc., are appropriated to the public, or to the Roman Catholic separate schools, according to the religion of those who are taxed. In Quebec, the Protestant schools have failed to secure a similar adjustment, and the annual loss to these schools is estimated at \$10,000. The Protestant commissioners are agitating for a more equitable distribution of the taxes, but Premier Mercier does not seem to favor their proposals.

The contract has been let for the new premises in the northern suburbs of Toronto for Upper Canada College. They will cost about \$120,000. The college was founded in 1828, and was for many years the best classical school in Canada. The recent report shows an attendance of 415, of whom 212 belong to the city. In its new home there will be accommodation for 240 boarders, and the city will provide a new collegiate institute for its quota.

The average attendance of the public schools for 1887 was fifty per cent. on an enrollment of 493,212. There were 5,649 school-houses, of which only 501 are log. During eleven years, including 1887, the province has spent over \$4,000,000 on school buildings.

There are now 117 secondary schools in the province, of which 29 rank as collegiate institutes, including Upper Canada College as one. Besides these there are four or five denominational schools that do a considerable amount of secondary work. The fifty-seven county model schools trained 1,000, and the two normal schools 445 public school teachers in 1887 at an expense to the province of about \$30,000. In that year 25 kindergarten teachers also completed their training.

Dr. J. A. McLellan will make another trip to Europe this year, partly for the benefit of his health, and partly to visit the schools of Great Britain and the continent. His "Handbook of Applied Psychology" is going through the press.

Ten of the secondary schools teach phonography, and twenty-two music. The number of pupils studying drawing is about 15,000, an increase of over 500 per cent. in ten years. The highest salary paid to a principal in these schools was \$2,350, average about \$1,150.

ILLINOIS.

No one interested in the history of our country—past and future—should fail to see the great painting representing the battle between the Merrimac and Monitor. This was the great decisive point of the war, and the test made of the little Monitor on this occasion has placed us, on this line, among the leading nations of the world. In this painting, as in none other, are the forces of war, both on land and sea, clearly seen, and their terrible lesson brought to the understanding. Major Bond, the lecturer, is a polished gentleman; and is so thoroughly conversant with all points of history which cluster around this battle, that to visit it and to converse with him, means to have renewed interest and appreciation in your country's history.

Chicago.

W. W. KNOWLES.

KANSAS.

The legislature was generous in its treatment of the State University and State Normal school, giving them liberal appropriations.

Prof. G. W. Hoss, of Baker University, has issued circular letters announcing another summer school of oratory to be held at Baker.

Prof. J. D. Walters, of the State Agricultural College, conducts a fine educational column in the college's paper, the *Industrialist*.

The new officers of the State Oratorical Association are J. A. Hayden, Jr., of Baker University, president; E. O. Creighton, of State normal, vice president; P. M. Parrington, of College of Emporia, secretary and treasurer.

Prof. T. F. Hamblin, of Ottawa University, has gone to Bucknell University, Lewisburg, Pa., where he takes the position of professor of Greek.

An industrial school for girls will be erected at Beloit, \$20,000 having been appropriated for the purpose.

The Kansas Wesleyan University at Salina has a new paper, the *Wesleyan Lance*. W. F. Kopp is editor.

Arrangements are being made throughout the state for excursions to the National Educational Association meeting at Nashville. Kansas will, as usual, lead the nation in the size of her delegation.

The Agricultural College will have a display at the Paris exposition.

MASSACHUSETTS.

The pupils of Miss Rogers' department in the Centre intermediate school, of Pittsfield, recently gave an exhibition of their knowledge of geography. They took up the geography of Pittsfield—a local geographical exercise, which was quite an innovation on the old-time methods. They gave all the facts about the town—its boundaries, a map of Pittsfield neatly drawn, with its lakes, streams, and railroads. In its history came sketches of the settlement, organization, and subsequent events. Its area in miles and acres, was treated of. The productions, animal, vegetable, and mineral, were spoken of. The stores and manufactories showed how busy we were. Schools, kinds, and how supported, were dwelt on; the number and denominations of the churches were given; professions represented in Pittsfield had another chapter; the societies, secret, social, etc., were an interesting feature.

M.

NEW JERSEY.

The regular meeting of the Bergen County Teachers' Association was held at Hackensack, March 16. An interesting program was carried out. Jno. Terhune, president, Edith H. Taplin, secretary.

NEW YORK.

The superintendent of education has completed the work of making up the exhibit from the Buffalo schools to be displayed at the Paris exposition. An idea of the ordinary school work is given by specimen examination and class papers in arithmetic,

geography, spelling, and grammar. Each of the papers is neatly indorsed with the name of the subject, the name of the pupil, the number of the school, the age of the pupil, and the grade to which he belongs.

The portfolio of drawings is a very meritorious exhibit, and contains many specimens of really artistic work. There are maps, plain and colored, drawings of animals and people, pictures of buildings and bridges, and many miscellaneous pieces of work. A large number of the drawings have been colored. One large drawing executed by a lad of sixteen, represents the upper rigging of a ship with a banner upon one of the masts bearing portraits of President Harrison and President Carnot. A map of Erie county and of France are noticeable on account of their accuracy. A number of copy-books filled with specimens of free-hand drawing is included in the exhibit. The writing exhibit consists mainly of the copy-books filled out with the exercises as written from day to day.

But the most creditable and the most attractive portion of the exhibit are the photographs of representative groups of children taken from the different grades. Each photograph contains ten children from one grade.

NEVADA.

Reno is one of the best towns in Nevada, and as the mining excitement of the 60's is slowly giving away to a generation of agriculturally-inclined people, the town is slowly but surely becoming the metropolis of Nevada.

The university is situated on a hill just back of the town. It is a substantial brick building, and contains large rooms for library, assembly hall, and recitation and lecture rooms. The university has at the head of its several departments, professors of eminent ability. Two years ago the normal college was established. It has only started in on its regular work during the past year. Having obtained the services of Miss K. N. T. Tupper, who has had many years' experience in the normal schools of Iowa and Wisconsin; we are now on the high road to success. The students under the supervision of Mrs. Tupper conduct the recitations. They take a thorough course in pedagogy, the history of education, and theory and practice. The other branches are taught in the academic departments.

The addition to the faculty of a military professor from West Point, has done much to assure future success to the institution. The young men of the institution have daily drill and recitation in military tactics. The young ladies of the institution have adopted a very hygienic dress as a uniform, and take the regular drill, and have in a short time acquired a proficiency in the movements that is truly wonderful. Nevada is just now taking a start in higher education. She is where Massachusetts was in 1860. With our start we feel much encouraged, and hope in the future years to win a well-deserved reputation in educational matters.

Reno.

C. D. VAN DUZER.

NATIONAL EDUCATIONAL ASSOCIATION.

NASHVILLE, TENN., July 16-19, A. P. Marble, Worcester, Mass., president; James A. Canfield, Lawrence, Kansas, secretary.

SUMMER SCHOOLS.

AMERICAN INSTITUTE OF INSTRUCTION, Bethlehem, N. H.—July 8, Geo. Littlefield, Newport, R. I., secretary.

ASBURY PARK SEASIDE SUMMER SCHOOL, Asbury Park, N. J.—July 15-Aug. 5, Edwin Shepard, 77 Court street, Newark, N. J., secretary.

CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE, GLENS FALLS SUMMER SCHOOL, Glens Falls, N. Y.—July 30-Aug. 19, Sherman Williams, Glens Falls, N. Y., secretary.

MARTHA'S VINEYARD.—William A. Mowry, president.

NATIONAL SUMMER SCHOOL, Round Lake, N. Y.—July 9-30, Chas. F. King, Boston Highlands, Mass., manager.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY, Phila., (Summer session) Grimsby Park, Ontario, Can.—July 1-Aug. 10, Cecil Harper, 1124 Arch street, Philadelphia, Pa., secretary.

OHIO VALLEY SUMMER SCHOOL OF METHODS, Steubenville, O.—July 16-27, H. A. Mertz, Steubenville, O., secretary.

PENNSYLVANIA SUMMER SCHOOL.—Miss Lelia E. Patridge, president; Will S. Monroe, secretary.

SUMMER SCHOOL OF LANGUAGES, Amherst, Mass.—July 8-Aug. 9, Prof. William L. Montague, Amherst, Mass., director.

SUMMER SCHOOL FOR TEACHERS, Niantic, Conn.—July 2-16, Charles D. Huie, Hartford, Conn., secretary.

SUMMER SCHOOL FOR TEACHERS, Salamanca, N. Y.—July 23-Aug. 16, J. J. Crandall, Salamanca, N. Y., secretary.

WHITE MOUNTAIN SUMMER SCHOOL, Bethlehem, N. H.—July 15-Aug. 2, Prof. A. H. Campbell, Johnson, Vt., manager.

STATE ASSOCIATIONS.

ALABAMA, April 10-12, Selma.—Solomon Palmer, Montgomery, president; J. A. B. Lovett, Huntsville, secretary.

ARKANSAS, June 19-21, Pine Bluff.—J. Jordan, Pine Bluff, president; Josiah H. Shum, Little Rock, secretary.

DELAWARE, July 8-10, Blue Mt. House, near Pen Mur.

MARYLAND, July 8-10, Blue Mt. House, near Pen Mur.—A. G. Weimer, Cumberland, president; Albert F. Wilkerson, 1712 Lombard street, Baltimore, secretary.

MISSOURI, June 18-20, Sweet Springs.—S. S. Laws, State University, president; L. E. Wolfe, Moberly, secretary.

NEW YORK, July 2-4, Brooklyn.—E. H. Cook, Potsdam, president; A. W. Morehouse, Port Byron, secretary.

NEBRASKA, Lincoln.—Chas. E. Bessey, Lincoln, president; Emma Hart, Wisner, secretary.

NORTH CAROLINA, June 13-19, Morehead City.—Geo. F. Winston, Chapel Hill, president; Eugene G. Harrell, Raleigh, secretary.

OHIO, July 2-4, Toledo.—Prof. C. W. Bennett, Piqua, president; S. T. Logan, Westwood, secretary.

PENNSYLVANIA, July 9-11, Altoona.—E. E. Higbee, Harrisburg, president; J. P. McCloskey, Lancaster, secretary.

S. E. KANSAS, March 2-8, Topeka.—J. N. Wilkinson, Emporia, president; J. W. Ferguson, Kansas City, secretary.

SOUTH CAROLINA, July 16-18, Charleston.

TEXAS, June 25-27, Galveston.—J. T. Hand, Dallas, president; Chas. T. Alexander, McKinney, secretary.

TENNESSEE, July 10-12, Nashville.—Dr. Chas. W. Dabney, Knoxville, president; Prof. Frank Goodman, Nashville, secretary.

WEST VIRGINIA, July 9-12, Morgantown.—B. S. Morgan, Charleston, president; Mary A. Jones, Charleston, secretary.

NEW YORK CITY.

CONFERENCE OF EDUCATIONAL WORKERS.

The next meeting of the conference will be held on Saturday, April 13, 1889, at 2 P.M., in the Assembly hall of the College for the Training of Teachers, 9 University Place, New York City. The subject will be: "Form study in the Kindergarten and Primary Grades." Short papers will be presented by Miss Caroline T. Hafer, Mrs. Mary D. Hicks, and Prof. Walter S. Perry. The general discussion will be opened by Miss Sarah A. Stewart, Miss Sara B. Fawcett, and Assistant Superintendent N. A. Calkins. By order of the executive committee, Emily L. Conant, secretary.

Dr. Pearce gave his recent talk before the Mutual Improvement Association, at No. 9 University place, not at Grammar School No. 42, as stated last week.

THE CENTENNIAL IN THE PUBLIC SCHOOLS.

The committee on studies of the board of education reported at the board meeting this week a plan for the observance of the Centennial in the public schools. On Monday, April 29, it is proposed to hold exercises of an appropriate character in all the schools. Wednesday, May 1, is a legal holiday, and it has been suggested by some of the members of the board that the schools should be also closed on Wednesday, and a number of school children take part in the industrial parade on that day. Five thousand of the larger boys of the grammar schools could easily take part and find a place in the line, and it would be a good idea to represent the work of some of the classes in manual training.

BARNARD COLLEGE.

At last the annex for women at Columbia College, is an assured thing. On Monday last the trustees of the college gave their official sanction to the memorial, constitution, and by-laws which had been presented by those interested in establishing the annex. They also approved the board of trustees suggested by the committee, together with the associate members, and also the name chosen for the college by the women, "Barnard College."

EVENING HIGH SCHOOL, 124 WEST 30TH STREET.

The evening high school in West Thirtieth street, near Sixth avenue, closed its session this week with an exhibition of the drawings made by the students during the winter. Addresses were made by Commissioner DeWitt J. Schlegman, chairman of the committee on evening schools; Jacob T. Boyle, principal, and other school officials who were present.

The work done in the drawing department of this school was on exhibition at the school building, on Monday evening, April 1, from seven to nine o'clock.

WORK IN THE SUPERINTENDENT'S OFFICE.

Supt. Jasper met the principals of the schools last week, and had a conference with them in relation to the new by-law regarding examinations. The meeting was a pleasant one, and interchange of opinion tended very greatly to a clearer understanding of the by-law. The male principals came first, then the principals of the girls' departments, and lastly, those of the primary. It is a fact worthy of note, despite what has been said of the marking system, that generally it was favored by the teachers, and when a change was proposed it met with their opposition. Supt. Jasper, who is an excellent executive officer, informed the principals that the law must be carried out by superintendents and teachers, not only to the letter, but in the spirit of those who made it. If it should be an improvement, so much the better, and the only way to test it, was to have it enforced in the most kindly spirit. The utmost freedom prevailed; questions were asked, and readily and cheerfully answered, and all left the hall of the board of education, with a desire to contribute by their efforts to the success of the changes which had been made. Since the adoption of the by-law, the assistant superintendents have been employed in preparing a list of such teachers as have taught for the past five years, in order to ascertain who shall be placed on the exempt list. The number who have thus taught is two thousand, and about the same number, that have been appointed within the past five years, cannot under the provisions of the by-law be exempt. The next step is for the assistant superintendents, who have examined the classes to confer and ascertain, who among the two thousand teachers shall be exempted from the regular examination. This it is proposed to do with great care, so that no injustice shall be done to any teacher. To reach this result, the record of each one for the past five years is to be examined, and if in all respects found qualified, and there is no special reason why further supervision is annually required, then the names of such teachers shall be presented to the superintendent for his approval, before the same are sent to the committees on teachers. Should the superintendent and his assistants agree, then the list shall be presented to the committee on teachers; but if the superintendent and his assistants should disagree in regard to any teacher, the committee will then investigate such teacher's claim to exemption, and decide the question. It is thought that out of the two thousand teachers, who have taught five years, a large percentage will be found by their record to need continued supervision. This by-law goes into operation on the first of June next, and the desire of all parties is, that it will prove to be less objectionable than the marking system was to some. It is believed that the assistant superintendent will have sufficient time to render assistance to teachers who need it, and so strengthen them in the performance of their respective duties. Other changes in the by-laws are contemplated in regard to the daily marking of each pupil by the teachers, which will relieve the latter of much unnecessary inconvenience which the present law

imposes on them. The board of education desire to pass by-laws which when faithfully observed, will tend to make our schools better than they have been in the past, and render them still greater blessings to the hundreds of thousands of children who attend them, than were enjoyed by those in the past, thousands of whom now rank among the most intelligent and cultured members of the community.

W. J.

BROOKLYN.

The Thirty-first annual report of the Brooklyn Library shows that the circulation of books in the year was 104,807. The attendance at the reading-room was about 100,000. The reading-room is open on Sundays from 2 to 6 P.M. to all who choose to visit it. In the year 3,783 persons used it Sundays. The total number of books in the library is 100,672, showing an increase of 3,445 in the year. 767 volumes, 1,082 pamphlets, and 1,155 numbers of magazines were presented to the library, and \$3,479.89 was expended for books. The number of members is 3,156. The receipts for the year were \$19,380.20, and the expenditures \$19,256.84.

LETTERS.

375. SUCCESSFUL GEOGRAPHY TEACHING.—Nine months ago, I bought "Child and Nature or Geography Teaching with Sa'd Modeling," by Alex. E. Frye. I use "Child and Nature" as a suggester, or an arouser; a physical geography, a history, and an encyclopedia, as informers; and my own systematizing faculty, as a gleaner, or binder. I have gained more useful geographical knowledge, within the last nine months, by this method, than during the three years I studied it at school. I am now teaching geography with great success by beginning with the globe as a whole. I believe in using a globe which shows the principal elevations, and the gradual slopes toward the Atlantic, and the abrupt slopes toward the Pacific. I made my globe out of a turnip about ten inches in diameter. Of course, the larger the better.

New York City.

A. Y.

376. TEACHERS BURYING THEMSELVES IN BOOKS.—I notice that teachers often keep out of "active life," so-called, and bury themselves in books. The school is a little world filled with little men and women of like characters and feelings to those who have grown larger and are in the world of strife. Now can a teacher instruct in that which he does not comprehend? For his pupils must certainly step out into the thick of the whirl in a very few days. They meet competition, must they be kept from it in school life? Should they not be taught to keep cool, think, act, act morally, rationally. Whoever learned to swim before going into the water, please stand. Make school practical, not all "bread and butter practical," by any means, but send the scholar out equipped, or at least teach him how to get at his equipment. Mean business yourself, O teacher, study business laws that you may know what business is. Have your pupils work, don't chafe them or let them chafe, but work, work, work—steadily, quietly, earnestly, and with well-directed effort.

Alden, Iowa.

H. S. EDWARDS.

377. A LITTLE GIRL'S VOCABULARY.—Having carefully noticed her use of words, and kept a list until my little daughter was two years old, I find that she could employ 300 words which were classified as follows:

22 proper nouns, 176 common nouns, 24 adjectives, 18 adverbs, 47 verbs, 6 pronouns, 6 prepositions, and 1 interjection.

Springfield, Neb.

J. I. BURWELL.

378. TOO MUCH TEACHING.—Some one recently in your columns made some remarks on the error of "doing too much teaching." Probably in a certain sense some of us are in danger from this quarter. I feel that I must study to awaken interest or curiosity in a given subject, first, even if I interrupt occasionally the ordinary routine of lessons, to elicit questions from the pupils which may be quietly and briefly answered and applied to practical purposes, so as to fix the information in the memory of the seeker after knowledge.

I do not speak as one who has already attained; I only see the path and determine, with the help of God, to follow it.

Only a few days ago I was carefully piloting a student in arithmetic, who could not quite keep up with his class at this particular point; I had brought him safely into port, as I supposed, when he gave such an absurd answer to my concluding question, that a boy in one of the lower grades who had stopped his own work to listen, unconsciously smiled and whispered the correct answer.

I saw that to go back and repeat the whole round would only set the poor, besieged brain in a whirl, so I dropped the subject for the time and found, in a day or two, that my labor had not been all lost, after all, but that my patient was getting on quite hopefully. He can't be cured in a day, but he is relieved of some of his symptoms. I shall succeed better next time.

Creswell, Md.

F. M. PRESTON.

379. IMPROVED GEOGRAPHY TEACHING.—I am glad that our teachers are awaking, are reading books of travel, and

are inspiring the children to know more of this beautiful world, their home. Children who, in their own language, "used to hate geography" are now glad when the recitation time comes round. A class may be led to take great interest in any country by the relation of some simple, odd truths about either the country or the people.

Recently we had China for a lesson. I told them, among other things, of the way in which the Chinaman goes fishing. We spoke of many of the strange customs of the people, and books and articles on China will be read with a new relish. That afternoon one of the girls brought us a pair of tiny Chinese shoes, a Chinese pencil and other articles "straight from China." I mention this only as an illustration of the many ways to interest the children in the study of other countries and peoples. No lesson in geography but will suggest many, many things that will make the children's faces grow bright, and their eyes grow big with wonder.

Waterford, N. Y.

M. J. C.

380. THEORY.—We have a class of self-styled educators who are dead failures in the school-room, but think theories are just the thing for young, inexperienced teachers. They have managed to get appointments to teach (?) in institutes and are giving tremendous doses of theory to our poor young ladies and young men who are preparing to teach in our rural schools. These lecturers (not teachers) are disseminating seeds that require hard labor to root out. These young teachers accept the instructions given by these frauds because they (the teachers) know no better.

Then we have a class of so-called normal schools, that are doing our youth a great injustice by giving a collegiate (?) course in one, two, or three years, and taking their students from the boys and girls of our rural schools, and in two or three years graduating them.

Odebolt, Iowa.

J. H. O.

ANSWERS TO "PRACTICAL QUESTIONS."

[IN JOURNAL OF OCT. 6, 1888.]

(Question 1.)—Say to such a boy, "You are of no use to the class or to me; rather you hinder us, and we are no better for your being here. Please leave the room and I will hear whatever lessons you may miss when there is no one to disturb us." This is a polite and gentle way of telling him that he will have to make them up after school.

Providence, R. I.

MAY ALLEN.

After trying every other plan I would remove him from the school.

Damascus, Md.

J. F. BOYER.

You must get him interested in the recitation, conduct the recitation so that he will feel that he may be called on to answer at any moment. Get so much enthusiasm in your class that they will not be disturbed. Keep the boy at work continually. Assign him work at the board. Let him criticize the work of other members. Have him do extra work for you. Also teach him to have a love for true politeness, and gentleness and that in disturbing others, he not only loses his own time, but stings that of his neighbor.

J. W. L. G.

I would watch until I saw in him at least one good trait to commend, which I should use as "the little leaven," etc., and try by praise to induce him to do better. I have also tried, with good success, having such a pupil recite the entire lesson, or answer every other question.

TEACHER.

I find it an excellent plan when I find one not paying attention, and in some way disturbing the recitation, to say in a pleasant tone, "John, will you please raise the window?" Of course the recitation stops until John has returned, but almost invariably John comes back ready to pay attention and be interested.

JENNIE B. PHILLIPS.

Treat such a pupil as a visitor, and not allow her to take any part in the lesson until she has apologized.

SUBSCRIBER.

Make it look ridiculous to him. Call on him to answer when you are quite sure that he has not heard the question or topic.

L. T. WEEKS, M.A.

Bring to bear upon him a kindly influence that will cause him to take an interest in what the class is doing.

W. C. ROATEN.

Walnut Grove, Miss.

(Question 2.)—Not always. They can be given for good behavior with success, but should never be given for lessons.

Providence, R. I.

MAY ALLEN.

JENNIE B. PHILLIPS, Grosvenor, Ohio; A. S. H., W. C. ROATEN, Walnut Grove, Miss., answer "Yes."

(Question 3.)—If the pupils are very young, tell them short stories, in which the principal facts of the lessons are prominent.

W. C. ROATEN.

Walnut Grove, Miss.

This question has also been answered by L. T. WEEKS, Grangeville, Idaho, and MAY ALLEN, Providence, R. I.

(Question 4.)—For small children, not over fifteen minutes, and not over thirty for any children.

Providence, R. I.

MAY ALLEN.

Fifteen minutes.

W. C. ROATEN.

Time should not exceed ten minutes.

J. H. B.

I use twenty-five minutes, but a lesson in vocal music is included in that time.

Grangeville, Idaho.

L. T. WEEKS.

(Question 5.)—Erasers, pointers, three-foot rules for drawing on board, wall maps, globes, tellurians, blocks for geometrical solids, physiological charts, dictionary, library, teacher's desk and chairs, stencil, microscope, organ, blackboards, in every available space, relief maps, bell, and janitor's tools.

L. T. WEEKS.

Grangeville, Idaho.

(Question 6.)—Yes, as a matter of discipline in order and attention.

MAY ALLEN.

No. J. H. B., L. T. WEEKS, W. C. ROATEN.

(Question 7.)—Those which describe the most pleasing natural objects.

W. C. ROATEN.

Simple songs, full of life and true to nature. Those teaching kindness, perseverance, honesty, temperance, patriotism, and morality.

SUBSCRIBER.

A few sacred songs, principally lively, spirited songs descriptive of nature. Songs about birds, bees, flowers, etc.

J. F. BOYER.

(Question 8.)—Not much in reading, only as it allows a timid child to lose his identity, and draw him out. It is beneficial in the tables of arithmetic, and any rote learning.

L. T. WEEKS.

(Question 9.)—Yes. JENNIE B. PHILLIPS, Grosvenor, Ohio;

MAY ALLEN, Providence, R. I.

(Question 10.)—I use the blackboard a great deal, but never to

explain what a pupil can discover for himself. I do not favor the plan of making blackboards do the thinking for my pupils, although I have them in constant use. My pupils are not afraid to say they do not understand some point, and I insist that it is necessary to understand as they go, and take pleasure in answering any questions a pupil may ask.

SUBSCRIBER.

(Question 11.)—To do the thing that most keeps the pupils from individualizing.

L. T. WEEKS.

Doing anything which will make her lose, even in a small degree, the confidence, respect, and love of her pupils.

MAY ALLEN.

To make a long list of iron-clad rules.

W. C. ROATEN.

(Question 12.)—Treating all children alike as a class, and not studying them as individuals, and meeting their individual wants.

SUBSCRIBER.

In not teaching self-reliance in thought and behavior, and not being in sympathy with child nature.

SUBSCRIBER.

(Question 13.)—Yes. L. T. WEEKS; W. C. ROATEN.

(Question 14.)—Induce parents to visit the school.

W. C. ROATEN.

By visitation. A teacher should devote all his time to his school and be paid well for it.

J. F. BOYER.

(Question 15.)—By creating greater interest among the pupils. Show them the advantage of education and the beauties which it contains.

W. C. ROATEN.

(Question 16.)—If the teacher is careful about the story there is little danger.

J. F. BOYER.

(Question 17.)—In an ordinary ungraded school, twenty-five.

W. C. ROATEN.

Fifty in advanced grade and more in primary.

L. T. WEEKS.

(Question 18.)—By asking them personally, they never refuse.

L. T. WEEKS.

By making them feel that you have the welfare of the little ones at heart.

J. F. BOYER.

(Question 19.)—Explain to the children at what time you are ready and willing to answer questions.

M. M.

By law.

L. T. WEEKS.

I simply will not allow pupils to interrupt a recitation unless absolutely necessary. I see that those at their seats are settled to work before I begin the recitation, and allow pupils to quietly leave the room without permission, and have never had any advantage taken of this privilege.

SUBSCRIBER.

(Question 20.)—By example and precept, and short interesting stories.

W. C. ROATEN.

Tell or read them stories with a moral.

MAY ALLEN.

(Question 21.)—Pupils feel themselves of use in the school-room when they are allowed to assist the teacher in various ways: such as distributing and collecting busy work, cleaning blackboard, etc., or one may be requested to remain a short time after the rest are dismissed, to help. I had a boy in my class, who appeared to feel no interest in school, and, in fact, frequently played truant. I asked him one day, to find out the cause of another boy's absence, which he cheerfully consented to do. This was the first interest he had shown. Since then I have asked him to help me in the school-room in various ways, and now I have not a more enthusiastic boy in the room, and his seat in school is rarely vacant.

J. H. B.

(Question 22.)—By never calling the attention of others to them, and by not requesting anything that you know they will shrink from, until you have gained their confidence.

MAY ALLEN.

Inspire them with kindness and love.

L. T. WEEKS.

Timid pupils can be aided by sympathy, praise, encouragement, and teaching them to try, and if they do not succeed, no one will laugh at them.

SUBSCRIBER.

(Question 23.)—Make boldness laughable and unpopular.

L. T. WEEKS.

By never taking notice of them in any way, unless positively obliged to do so.

MAY ALLEN.

(Question 24.)—The development of mental power.

W. C. ROATEN.

To lay a solid foundation for future character and useful men and women.

MAY ALLEN.

(Question 25.)—Yes. L. T. WEEKS; W. C. ROATEN.

It depends on the scholar and the reason for giving it. If it is one who has been led to think everything he says or does is funny and just right, I should say no. But if it is a child who tries hard and succeeds, he deserves the credit of it, and the class will be benefited by letting them know that you appreciate honest effort.

MAY ALLEN.

(Question 26.)—I protest against public rebuke, except in rare instances, where nothing else will answer, and that will, and I then try to do it as kindly as is consistent with existing circumstances.

SUBSCRIBER.

(Question 27.)—Parents frequently harm the teacher in her work and weaken her influence by speaking slightly of her before their children, or by disparaging her methods.

J. H. B.

By laxity of government at home, and criticizing the teacher before the children.

L. T. WEEKS.

(Question 28.)—One of the strongest influences operating against teachers to-day is old prejudices. Parents imagine because the child is not being taught the alphabet, that he is learning nothing. Trustees imagine that so much is gained, if the annual expenditure for the school is small or decreasing. Their idea is that school is a place to be dreaded and where a necessary amount of torture must be endured.

J. H. B.

The influences of ignorance which often blind the people to the benefits of education and to the real work and worth of the instructor.

W. C. ROATEN, Walnut Grove, Miss.

(Question 29.)—Yes, all teachers should attend teachers' meetings, institutes. The interchange of ideas, the suggestion of new methods of teaching—the becoming acquainted with each other, the lectures from eminent men must be of immense advantage to the teacher, primary or otherwise.

SUBSCRIBER.

A CHOICE LIST OF SUMMER RESORTS.—In the lake regions of Wisconsin, Minnesota, Iowa, and the two Dakotas, there are hundreds of charming localities pre-eminently fitted for summer homes. Among the following selected list are names familiar to many of our readers as the perfection of northern summer resorts. Nearly all of the Wisconsin points of interest are within a short distance from Chicago or Milwaukee, and none of them are so far away from the "busy mart of civilization" that they cannot be reached in a few hours of travel, by frequent trains, over the finest road in the Northwest—the Chicago, Milwaukee & St. Paul Railway: Oconomowoc, Wis., Minocqua, Wis., Waukesha, Wis., Palmyra, Wis., Tomahawk Lake, Wis., Lakeside, Wis., Kilbourn City, Wis., (Dells of the Wisconsin), Beaver Dam, Wis., Madison, Wis., Clear Lake, Iowa, Lakes Okoboji, Iowa, Spirit Lake, Iowa, Frontenac, Minn., Lake Minnetonka, Minn., Ortonville, Minn., Prior Lake, Minn., White Bear Lake, Minn., Big Stone Lake, Dakota. For detailed information, apply to any coupon ticket agent, or send stamp for a free illustrated guide book entitled "Cool Retreats." Address A. V. H. CARPENTER, General Passenger Agent, Milwaukee, Wis.

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BOOK DEPARTMENT.

NEW BOOKS.

A TEXT-BOOK OF GENERAL ASTRONOMY, for Colleges and Scientific Schools. By Charles A. Young, Ph.D., LL.D. Boston and London: Ginn & Company, Publishers. 551 pp. \$1.50.

In this volume is found another of the large and valuable text-books. It is designed by the author, as a text-book of astronomy, suited to the general course in our colleges and schools of science. There is one specially noticeable feature in it—which is,—that it does not demand the peculiar mathematical training necessary as the basis of a special course in the science—only the most elementary knowledge of algebra, geometry, and trigonometry is required for its reading. The aim is to give a clear, accurate, and justly proportioned presentation of astronomical facts, principles, and methods, in such a form that they can be easily apprehended by the average college student. Besides being a book adapted for use in the class-room, it is a permanent store-house and directory of information for the student's use after he has finished his prescribed course. Its method of treatment corresponds with its object—truth; accuracy and order have been aimed at first, with clearness and freedom from ambiguity. The author has endeavored to observe a logical order and a due proportion between different subjects, and for educational reasons he has insisted more upon the development of principles and methods, than upon the description of phenomena or the mere accumulation of details. The illustrations are mostly new, and prepared expressly for this work. The tables in the appendix are from the latest and most trustworthy sources. Altogether this is a book of great value upon the subject of astronomy, which is what might be looked for, as it comes from so eminent and original an investigator as Professor Young.

CHOICE SELECTIONS. Designed for Lessons in Recitation, Reading, Morals, and Literature. By Charles Northend, A. M. New York: D. Appleton and Co. 140 pp.

This book, with a few changes and additions, was originally published in two separate parts. These are now consolidated and brought in a fresh volume, containing about six hundred selections, from more than two hundred different authors. These selections have been most carefully made, and represent the best of subjects, including,—true living, kind words, manners, thinking, perseverance, true greatness, courage, and a great many other similar elevating and educating topics. Teachers can make this a most valuable help in their work, for the selections can be used to advantage as lessons in grammar, spelling, memory, and literature, doing a double work at one time,—teaching in the line of those branches, and elevating morals, by giving a pure tone to thought. Every teacher, especially, should own this volume.

ELEMENTARY CHEMICAL TECHNICS. A Handbook of Manipulation and Experimentation for Teachers of Limited Experience, and in Schools where Chemistry must be Taught with Limited Appliances. By George N. Cross, A. M. Boston: Silver, Rogers, & Co., Publishers, 50 Bromfield Street. 123 pp. \$1.25.

There are many teachers well grounded in chemical theory who have had but little experience in manipulation, and it is the office of this little book to provide help in that direction. This is not a text-book on chemistry, but rather an aid in demonstrating chemical principles. The opening chapter contains complete practical directions for the construction and equipment of laboratories at a very moderate cost. The second chapter is devoted to glass working, giving new methods for cutting, grinding, and working in glass. Another chapter contains directions for the making of almost every piece of apparatus needed in an ordinary school-room laboratory. The directions, all through the book, for general manipulations are clear and terse, given by a teacher of practical experience, with a knowledge of what will be most needed and serviceable to the inexperienced. There is a complete alphabetical index found, with a variety of illustrations.

A HEALTHY BODY. A Text-book on Anatomy, Physiology, Hygiene, Alcohol, and Narcotics. For Use in Intermediate Grades in Schools. By Charles H. Stowell, M. D. Fully Illustrated, with Original Sketches by the Author. Chicago: John C. Buckbee & Co. 223 pp. 50 cents.

A good physiology for an intermediate grade is specially useful, and will find its place at once. This volume, by Professor Stowell, presents physiological laws in such a manner that pupils may easily become familiar with, and know how to care for, the various tissues and organs of the body, while great care has been taken to have every statement in strict accord with the latest scientific researches, and at the same time to preserve simple language. Professor Stowell is eminently fitted to prepare a work which treats of the effects produced upon the body by use of alcohol and narcotics, as he has been engaged in that line of teaching for a number of years, and thoroughly understands the subject. The arrangement of the book is specially marked in some of its features; for instance,—the simple and clear way of putting a scientific truth,—the large number of important, original illustrations,—the laws given for healthy living—showing what, how, and when to eat, and how to prevent disease. There are thirty-five chapters in the book; each one is full of valuable truth and information given in such a simple and interesting way, that even very young pupils can understand and profit by the knowledge they give.

AN INTRODUCTION TO THE POETRY OF ROBERT BROWNING. By William John Alexander, Ph. D. Boston: Ginn & Co., Publishers. 212 pp. \$1.10.

This "Introduction" opens with an account of Browning's most striking peculiarities in method and style, and attempts to find an explanation of them in the conditions amidst which the poet has worked, and in the nature of the themes which he treats. Following this account, is an exposition, given of the general ideas pervading his work, which can only be gathered from the study of many of his poems, and yet is needful for the full understanding of any one of them. This exposition is contained in a series of chapters which treat of "Browning's Philosophy,"—"Christianity as presented in Browning's Works," and "Browning's Theory of Art." A brief chronological review is also given of his writings with characteristics of his development. A series of selected poems is furnished, also, illustrating the various points discussed throughout the book.

THE HISTORY OF THE ROMAN REPUBLIC. Abridged from the History by Professor Mommsen, by C. Bryants and F. J. R. Hendy. New York: Charles Scribner's Sons. 542 pp. \$1.75.

A book of the size of this volume on Roman history is undoubtedly called for, as it is within the compass of ordinary school boys. A large history is often appalling and discouraging to students. In this volume, the sources of Roman history have fallen into two divisions; first, as to what were the authorities of the Roman writers themselves; secondly, as to what weight must be attached to the writers whose works have come down to us. In preparing the five books, which constitute the volume, Book first shows "The Period to the Abolition of the Monarchy," Chapters I—V; Book Second, "From the Abolition of the Monarchy in Rome to the Union of Italy," Chapters VI—XI; Book Third extends "From the Union of Italy to the Subjugation of Carthage, and the Greek States," Chapters XII—XVIII; Book Fourth treats of "The Revolution," Chapters XIX—XXVII; Book Fifth,—"The Establishment of the Military Monarchy," Chapters XXVIII—XXXVIII. At the close of each chapter, wherever possible, a list of the chief authorities for the statements contained has been added.

THE STORIES MOTHER NATURE TOLD HER CHILDREN. By Jane Andrews. Illustrated. Boston: Lee & Shepard, Publishers, 10 Milk Street. New York: Charles T. Dillingham, 718 and 720 Broadway. 161 pp. \$1.00.

Miss Andrews understands perfectly well what little children like to read. There is no book quite so entertaining as her "Seven Little Sisters";—unless, indeed, this volume is excepted. The fourteen stories told are as full of live interest as they can be, and written in a manner most charming and entertaining. The titles alone of some of these are sufficient to insure a warm welcome for the book, from the many friends of Miss Andrews. In the attractions found among the chapters are, "The Story of the Amber Beads,"—"The Talk of the Trees that Stand in the Village Street,"—"How the Indian Corn Grows,"—"What the Frost-Giants did to Nannie's Run,"—"How Quercus Alba went to Explore the Under-world, and What Came of it,"—"Sixty-two Little Tadpoles,"—"Golden-rod and Aster," with other things full of Mother Nature's most beautiful thoughts. As a supplementary reader this book will take a prominent place.

A HAPPY FIND. Translated from the French of Madam Gagnebin. By Miss E. V. Lee. New York: Thomas Y. Crowell & Co., 18 Astor Place. 256 pp. \$1.25.

This story, from the French, is a life history of a child, who was fortunate enough to be discovered and adopted by a kind, motherly maiden-lady, and a boy, who was the lady's right-hand help in many good deeds. The little waif grew up to be a lovely woman, and the tale of her early life, as given in the translation by Miss Lee, is very interesting and pleasant. The scene of the story is laid in Arles, France, and while it contains some sad events, there is much in it cheerful and bright. It is entertaining, and teaches many good lessons.

SCRIPTURES HEBREW AND CHRISTIAN. Arranged and Edited as an Introduction to the Study of the Bible. By Edward T. Bartlett, D.D., and John P. Peters, Ph. D. Vol. II. Hebrew Literature. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 560 pp. \$1.50.

The second part of the series, "Scriptures Hebrew and Christian," comprises material from the books of the Old Testament, from Genesis to Malachi, with the exception of a few books. The Hebrew Legislation, which constitutes Part II, has been treated from a practical rather than a theoretical standpoint. The laws have been codified, and the editor has arranged the codes in such a manner, as to facilitate both an intelligent comprehension of the main points of Hebrew law and custom, and also a comparison of the similarity or divergence of the laws contained in those codes. In arrangement, the body of this volume, includes, the "History of the Jews from the exile to Nehemiah,"—"Hebrew Legislation,"—"Hebrew Tales,"—"Hebrew Prophecy,"—"Hebrew Poetry," and "Hebrew Wisdom." This series will find a warm welcome, and its excellent features make it value permanent.

MANUAL OF PHYSICAL CULTURE. For Schools, Gymnasiums, and Private use. By Anton Leibold, teacher of physical culture. Louisville, Ky. The Bradley & Gilbert Co., publishers. Louisville. 47 pp. 40 cents.

It ought to be very gratifying to the friends of education that more attention is being paid than formerly to physical development, as it has been somewhat neglected in the past, to the detriment of the health of the children. This book is the first part of the "manual," and contains twenty-eight entirely different and original lessons in calisthenics, and fifteen figures to explain the positions. One great point in favor of Prof. Leibold's system is the great variety of the movements.

REPORTS.

BIENNIAL REPORT OF THE STATE SUPERINTENDENT OF WISCONSIN, 1888. Hon. Jesse B. Thayer, state superintendent.

One remarkable feature is the falling off for 1887 in all departments concerning which statistics are gathered, extending even to the number of persons of school age in the state. This is due to a more accurate method of collecting statistics, by which duplications were prevented. In a new state like Wisconsin the growth of school attendance is always considerably retarded by the pressure of labor to provide a home, and to open up to occupation and tillage new farms. Attention is called to the defects of the district system, and the adoption of some form of the township system is recommended. The avidity with which teachers avail themselves of the opportunities for institute instruction is most commendable. The possibilities of this work are only limited by the number of conductors of marked aptness and ability at command, and the brief time they can be assigned to each locality. The summer school for teachers in connection with the University of Wisconsin has done a great deal of good, and it should receive the aid which will insure its enlargement and extension.

ANNUAL REPORT OF THE BOARD OF EDUCATION, OF AUBURN, N. Y., 1887. B. B. Snow, superintendent.

Superintendent Snow has this to say in respect to physiology teaching: "I reluctantly express the conviction that the act of 1884, requiring physiology and hygiene to be taught in the schools is not simply failing to produce the anticipated results, but is pernicious in its effects. This is particularly true with reference to tobacco. Since the evil effect of the use of tobacco has been brought prominently to the attention of youth, it seems engendered a disposition to test the soundness of the teaching by actual experiment. I can in no other way account for the rapid increase in the number of school boys who indulge more or less in the use of tobacco. This view is in accordance with well established psychological principles. The habits of immature and untrained minds is to go by contraries. The surest way to avoid an evil is to give it as little prominence as possible." The total registration of pupils was 3,770; average daily attendance, 2,889; number of teachers, 93; enrollment in parochial schools, 1,200.

ANNUAL REPORT OF THE NEW YORK STATE REFORMATORY AT ELMIRA, 1887. Z. R. Brockway, general superintendent.

By examination of the report we find that regular instruction in school has formed no small part of the plan for the reformation of youth. There is a regular corps of lecturers and instructors and the students pursue the courses that are mapped out. Besides the usual branches, telegraphy, stenography, and drawing are taught. The number of inmates of the institutions September 30, 1887, was 747.

EIGHTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF YONKERS, N. Y., 1888. Charles E. Gorton, superintendent.

The city is growing rapidly, which renders necessary continual increase in the school accommodations. A subject that has been discussed lately is the erection of a high school building. The executors of the will of Hon. Samuel J. Tilden have notified the board that they shall carry out the wishes of the deceased in reference to the establishment of a public library and reading room in Yonkers.

SECOND ANNUAL REPORT OF THE COUNTY SUPERINTENDENT OF SCHOOLS, UNION COUNTY, DAK., 1888. W. H. H. Fate, county superintendent.

REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF FLORIDA, 1888. Hon. Albert J. Russell, superintendent.

It is no longer necessary for the superintendent to urge the people to patronize the public school. There are now schools for both black and white children, and over 72 per cent. of those enumerated in 1888 attend. Illiteracy is fast disappearing from the state. The state board has made a special effort to introduce industrial training, and many schools have adopted it in some form.

LITERARY NOTES.

D. C. HEATH & CO. publish in the "Old South Studies" series Washington's inaugurations—the address delivered in New York April 30, 1789, and his address to Congress in 1793.

CASSELL & CO. announce the publication of Miss M. G. McClelland's strongest story, "Burkett's Lock," a picture of Virginia life.

GEO. P. ROWELL & CO.'S "American Newspaper Directory" for 1889 shows that the newspapers and periodicals of all kinds issued in the United States and Canada now number 17,107, showing a gain of 707 during the last twelve months, and of 7,882 in ten years.

CUPPLES & HURD'S new publication, "Jewish Portraits," by Lady Magnus, is one of the daintiest books of the season, and will be a welcome and valuable addition to the library of general literature.

D. LOTHROP CO.'S recent addition to the "Story of the States" series is John L. Heaton's "Story of Vermont."

J. B. LIPPINCOTT COMPANY publish a new translation by Mrs. Wister from the German of E. Werner, entitled "The Alpine Fay."

The SCRIBNERS will publish, in America, James Anthony Froude's forthcoming novel. Mr. Froude believes the story to be one of the best pieces of work he has ever done.

G. P. PUTNAM'S SONS announce the publication of "The Ideals of the Republic; or, Great Words from Great Americans," and "The Constitutional History of the United States, as seen in the Development of American Law."

SCRIBNER & WELFORD have among their latest publications "Napoleon at St. Helena," by Barry E. O'Meara, body surgeon to the emperor.

CATALOGUES AND PAMPHLETS RECEIVED.

COLLEGE FOR THE TRAINING OF TEACHERS, 9 UNIVERSITY PLACE, NEW YORK CITY. EDUCATIONAL LEAFLET NO. 32: "DETERMINING THE QUALIFICATIONS OF TEACHERS," BY HON. ANDREW S. DRAPER.

CIRCULAR AND PROGRAM OF THE SUMMER SCHOOL OF LANGUAGES AT AMHERST COLLEGE, AMHERST, MASS., JULY 8 TO AUGUST 9, 1889. WILLIAM L. MONTAGUE, M.A., DIRECTOR.

MAGAZINES.

Christian Thought is a valuable periodical for those who wish to keep posted on the religious discussions of the day. The April number has "A Discussion of Some of the Trials and Judicial Proceedings Mentioned in the New Testament," by Kemp B. Battle, LL.D.; "A Logical Definition of Christianity," by Rev. Robert B. Fairburn, D.D., LL.D., and other able articles.—Those who are looking for a magazine that will please the children will do well to look at *Our Little Men and Women* for April. It will be found admirably adapted for supplementary reading in school.—The April issue of *Magazine of American History* has an article on "Washington and some of his Contemporaries," by the editor; "Commerce and the Constitution," by R. A. Perkins; "The Romance of Adele Hugo," the daughter of Victor Hugo, by Hon. J. W. Longley, and other valuable articles.—The lover of science will find much that is valuable in the *Popular Science Monthly* for April. Among the articles are the following: "The Psychology of Spiritualism," by Prof. Joseph Jastrow; "The Chemical Elements," by Prof. Josiah P. Cooke, LL.D.; "Agnosticism," by Prof. Thomas H. Huxley; "Domestication of the Buffalo," by John W. Dafoe; "Zoological Gardens: Their Uses and Management," by R. W. Shufeldt, M.D.; "The Derivative Origin of the Human Mind," by G. J. Romanes; "Science and Christian Science," by Frederick A. Fernald; "On the Causes of Variation," by Prof. C. V. Riley, Ph.D.; "Curiosities of Natural Gas," by Prof. Joseph F. James, M.S.; "Plants in Witchcraft," by T. F. Thielston Dyer.—The *Atlantic Monthly* for April contains: "The People in Government," by H. C. Merwin; "Why Our Science Students go to Germany," by Samuel Sheldon; "A French Bishop of the Fifteenth Century," by Francis C. Lowell; "Co-operation," by Edith M. Thomas; "Before the Assassination," by Harriet Waters Preston; "An Outline Portrait," by Louise Imogen Guiney; "To James Russell Lowell," by Oliver Wendell Holmes.

A PROXY.

In our more exacting moods, when anything is presented for personal investigation we seem to expect our neighbors to try it first: and are willing to trust to the effect the trial has upon them. Gaining experience by proxy, this is safe and selfish, but it often answers.

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NEWPORT, R. I., Jan. 23, 1888.
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Over 25 Pounds Gain in Ten Weeks.
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I took a severe cold upon my chest and lungs and did not give it proper attention; it developed into bronchitis, and in the fall of the same year I was threatened with consumption. Physicians ordered me to a more congenial climate, and I came to San Francisco. Soon after my arrival I commenced taking Scott's Emulsion of Cod Liver Oil with Hypophosphites regularly three times a day. In ten weeks my avoirdupois went from 155 to 180 pounds and over; the cough meantime ceased. C. R. BENNETT.

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Low Rates to Preachers and Teachers. Agents
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THE PUBLISHERS' DESK.

The well-known firm of Oliver Ditson & Co., Music Publishers, will hereafter be known as Oliver Ditson Company. Mr. Chas. H. Ditson, in the new corporation, represents the name so familiar to every newspaper reader. The firm includes Mr. John C. Haynes, and Chas. H. Ditson, (former partners) and five gentlemen who have hitherto held prominent positions in the Boston, New York, and Philadelphia stores. The successful firm enters on the second half century of its existence with a large stock and extensive business, and with every probability of a large increase.

The Chautauqua Assembly, on the shores of Chautauqua Lake, is a handsomely built summer city, with a first-class hotel, and upwards of five hundred tastefully designed cottages. Part of its object is to utilize the summer months in the interest of higher forms of enjoyment. The best Lecturers, Musicians, and Entertainers of the country are engaged. In addition there are Summer Schools of Language, Literature, Art, Science; Schools of Methods for Teachers; Instruction in Practical Matters, such as Shorthand, Type-writing, Penmanship, Book-keeping; Classes for Ladies in Artistic Decorative Work, China Painting, Wood Carving, and the like; full announcements may be obtained upon application to the secretary W. A. Duncan, Syracuse, N. Y. It would be well to write immediately, that good rooms at the Hotel Athenaeum and in Private Cottages may be secured. It is "first come, first served."

All live educators and school officers will be interested in Potter's New Elementary Geography, by Miss Eliza H. Morton, late teacher of geographical science at Battle Creek College, Mich.; it is a new, strong, and original text-book, endorsed by leading educators throughout the country. A teachers' edition contains a complete outline for oral instruction, a model oral lesson, and outlines for teaching every lesson in the book. It is published by Messrs. John E. Potter & Co., 1113 Market street, Philadelphia, who also issue Murray's Lessons in English, Baldwin's Essential Studies in English Literature, Bellows' Elements of Geometry, Fenco's Science and Art of Elocution, and Kellerman's Elements of Botany.

Academies, colleges, and professional chemists using laboratory materials and apparatus ought to be reminded of Messrs. Eimer & Amend, of 205 Third avenue, New York, importers and manufacturers of chemical apparatus, and chemically pure chemicals. Chemists, colleges, schools, and laboratories, are supplied with the best goods at low prices. Bunn's Burners and Combustion Furnaces are a specialty of this house.

Constructive geography and history may be made one of the most delightful of school studies, by the use of the Eclectic Map-blanks to facilitate the drawing of geographical and historical maps and charts. The series consists of fourteen map-blanks, 10x12 inches, on fine drawing paper, corresponding in size and scale with the maps in the Eclectic Complete Geography. On each map-blank the proper projection, and the accurate outline of the country to be mapped, are printed in very faint ink. These are published by Messrs. Van Antwerp, Bragg & Co., of Cincinnati, New York, and Boston.

Language-teaching is growing in importance in our schools, and both pupils and instructors are delighted with that successful publication, Elements of Composition and Grammar, by Southworth and Goddard, authors of "Our Language." As its title implies, the design of this book is two-fold; to provide for children such training in the ready use of good English as they can never get by the study of grammar alone; and to teach them the essential facts regarding the structure of sentences, and the kinds, forms, and uses of words. In recognition of the importance of this training, material for it has been given in abundance and variety in the first nine chapters, while in the rest of the book the grammar of the language is so presented as to be thoroughly intelligible to children. It is published by Messrs. Leach, Shewell, & Sanborn, 16 Astor place, New York.

President Seelye does not believe in the Darwinian Theory, or Evolution, and gives it and Prof. Winchell some hard hits in his recent article in the new edition of Johnson's Natural History.

DID IT ELECT HARRISON?

The following appeared in a Minnesota paper: "Members of the Democratic party have been using all subterfuges to account for their overwhelming defeat, and numerous are the causes alleged.

"I was talking with several of the vanquished on Fourth street the other day, opposite a bill board, and one of the party exclaimed: 'If it had not been for the closeness of the national committee in the expenditure of money, we would have elected our man. The Republicans advertised their man like a circus.' Several of the party remarked that no advertising was done except small announcements in the papers, and a few 'hangers' on the dead walls.

"Hangers?" said our informant; "what do you call that but a circus poster?" pointing to a twelve-sheet medicine poster on the bill board, bearing the cuts of Gen. Harrison and his grandfather.

"If the Democrats had advertised like that, Cleveland would have been re-elected."

The poster referred to was one of the familiar black and white Log Cabin Sarsaparilla posters sent out by an enterprising firm engaged in the manufacture of old log-cabin home cures, under the name of Warner's Log Cabin Remedies, and among other equally valuable articles includes the famous Log Cabin Sarsaparilla, which is everywhere recognized as the best of all spring medicines, and stands without a rival for the cure of all disorders which are the results of impure blood.

The spring time of the year is the season when the system needs renovation; the long winter has caused the blood to become filled with impurities.

There exists no better means to aid and strengthen the system at such an urgent period than the use of Warner's Log Cabin Sarsaparilla, which speedily restores the blood to a pure and healthy state, which insures health and happiness.

The reputation of the firm putting out the medicine is above reproach, and is the same firm which manufactures Warner's Safe Cure, the standard remedy for the cure of all those diseases peculiar to the kidneys, as well as those which are the results of disease in those organs, and which has met with such phenomenal success for the past ten years.

We understand that the posters referred to made their appearance in many parts of the country some time prior to the Chicago convention which nominated Gen. Harrison as a candidate for the presidency—hence the use made of the portraits of the Harrisons, father and grandson—was either the result of remarkable political foresight, or in accordance with the historical association of the old log cabin with the name of Harrison.

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EXHIBITION DAY. By Mrs. M. B. C. Slade. Dialogues, Speeches, Tableaux, Charades, Blackboard Exercises, etc., adapted to scholars in the Common, Grammar, and High School. 1 vol., 16mo., boards. Price, 50 cents. Paper 30 cents.

PLEASANT TIMES. By Marion Wayland. Containing Dialogues, Recitations, Motion Songs, etc., entirely new. Price, 50 cents.

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CUTICURA, THE GREAT SKIN CURE, AND CUTICURA SOAP, AN EXQUISITE SKIN BEAUTIFIER, PREPARED FROM IT, EXTERNALLY, AND CUTICURA RESOLVENT, THE NEW BLOOD PURIFIER, INTERNALLY, ARE A POSITIVE CURE FOR EVERY FORM OF SKIN AND BLOOD DISEASE, FROM PIMPLES TO SCROFULA.

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"Come right in the kitchen, Johnny," said Mrs. Brown, "and get your supper. Don't make the least noise, and as soon as you are through you must get right upstairs to bed."

"What's the matter ma," cried little Johnny.

"Hush, dear," she replied. "Your father has been putting up the stove this afternoon."

Two little Mobile boys were fishing from a wharf the other day, when one of them fell into the water. The other rushed up to a deck-hand exclaiming: "Save him mister! He's got de bait!"

Old lady (to grocer's boy): "I see you're sellin' off some of your goods below cost?"

Boy: "Yes'm."

Old lady: "Well, how can you make money on goods that you sell less'n cost?"

Boy: "I dun know, marm: I've only bin in the grocery business a week. The boss is in the back room; p'raps he can tell you."

Clergyman: "Fishing, my boy? Would you not be more profitably employed in school?"

Boy: (intently watching the bob) "Guess not."

Clergyman: "Would you rather fish than study?"

Boy: "I've got to fish week days or not at all. Dad wants the pole Sunday. Now, dry up—I've got a bite."

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A patent medicine vendor in a country village was dilating to a crowd upon the wonderful efficiency of his iron bitters. "Why," said he, "Steve Jenkins had only taken the bitters one week when he was shoved into prison for murder, and what does Steve do but open a vein in his arm, and take iron enough out of his blood to make a crowbar, with which he pried the doors open and let himself out. Fact!"

Are you going to Nashville?

The National Educational Association meets in Nashville July 16th to 19th, 1889, and the Monon Route will sell excursion tickets at the rate of one and one third fare for the Round Trip from Chicago and points in the Northwest. The Monon Route offers choice of Pullman Buffet Sleeping Car lines to Nashville, and has arranged for special stop-over at the Mammoth Cave and other points of interest en route. Send for our illustrated pamphlet. Address E. O. McCormick, Gen'l Pass. Agent, Adams Express Building, Chicago.

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Reclining Chair Cars, free of extra charge, are run between Chicago and Kansas City on all four of our through daily express trains. Second-class passengers can ride in these. Second-class passengers can use the first-class Pullman Sleeping Cars between Chicago and Kansas City, if they choose to pay the Pullman Company's first-class charge of \$2.00 per night per double berth, or \$2.50 for the through trip between Chicago and Kansas City, St. Joseph or Atchison.

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THE effect produced by Ayer's Cherry Pectoral. Colds, Coughs, Croup, and Sore Throat are, in most cases, immediately relieved by the use of this wonderful remedy.

It strengthens the vocal organs, allays irritation, and prevents the inroads of Consumption; in every stage of that dread disease, Ayer's Cherry Pectoral relieves coughing and induces refreshing rest.

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"From an experience of over thirty years in the sale of proprietary medicines, I feel justified in recommending Ayer's Cherry Pectoral. One of the best recommendations of the Pectoral is the enduring quality of its popularity, it being more salable now than it was twenty-five years ago, when its great success was considered marvelous."—R. S. Drake, M. D., Beloit, Kans.

"My little sister, four years of age, was so ill from bronchitis that we had almost given up hope of her recovery. Our family physician, a skillful man and of large experience, pronounced it useless to give her any more medicine; saying that he had done all it was possible to do, and we must prepare for the worst. As a last resort, we determined to try Ayer's Cherry Pectoral, and I can truly say, with the most happy results. After taking a few doses she seemed to breathe easier, and, within a week, was out of danger. We continued giving the Pectoral until satisfied she was entirely well. This has given me unbounded faith in the preparation, and I recommend it confidently to my customers."—C. O. Lepper, Druggist, Fort Wayne, Ind.

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